

DETERMINATION OF THE FACTORS THAT MOTIVATING THE
OUTDOOR & RECREATIONAL SPORTS CONSUMER
IN THE CASE OF DAILY RAFTING TRIP ON MELEN RIVER

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ABSTRACT

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In the last decade outdoor and recreational activities hence white-water rafting gained more attention in the sport market. According to the Ministry of Culture and Tourism of Turkey, every year around 600.000 local and foreigner people are purchasing and participating in the white-water rafting activity as outdoor and recreational consumers. However, there has been little research done on outdoor and recreational sports participants. In particular, the reason why consumers participate in outdoor and recreational activities has not been investigated in the local market although the number of participants is rapidly extending. Since motivation and decision making behavior is a significant determinant of sport

participation, it is essential for the sport marketers to understand and evaluate psychological needs and motivations of outdoor sport participants.

The purpose of this study is to analyze motivational factors of individuals as consumers who become involved in a daily rafting trip as an outdoor and recreational sport. The current research has been modified and applied from the survey of motivations of the sport consumer which was developed by McDonald and Milne (1999). The original instrument includes 43 items which represent 13 motivation factors. The survey questionnaire attempts to define and portray the Turkish white-water rafting consumers by analyzing the thirteen constructs on 517 white-water rafting trip participants and adapt the Milne & McDonald's (1999) Motivation of the Sport Consumer Scale to Turkish culture by examining Turkish outdoor and recreational sport consumers in the case of a daily white water rafting trip.

To determine the dimensional structure of the items chosen and to assess the adequacy of motivational factors of the rafting consumers, data were subjected to exploratory factor analysis. Maximum Likelihood factor method was used to extract possible factors, followed by an oblique rotation to identify stable factor loadings for each item. Results of the exploratory factor analysis indicated the existence of a nine dimensions, (Self actualization & self esteem, aggression, physical fitness, social facilitation, achievement & competition, stress release, affiliation & aesthetics, risk taking, value development) in 43-item, scale that accounted for 56.654% of the common variance.

According to the results of the second factor analysis generated to define the 4 sub factors, the first factor that labeled as 'Mental well being needs' was defining the 26.131 % of the common variance. The second factor 'Sport based needs' was

defining the 6.569 % of the common variance. The third factor which was including only the 'physical fitness' construct; defined the 6.523 % of the common variance and labeled as Fitness needs. Finally the fourth factor which was labeled as social well being needs defined the 5.116 % of the common variance and contained the social facilitation and affiliation constructs.

Keywords: Motivation Factors, Outdoor and Recreational Sports, Rafting, Sport Motivation.

ÖZ

MELEN NEHRİNDEKİ GÜNÜBİRLİK RAFTING AKTİVİTESİ ÖRNEĞİNDE DOĞA SPORLARI VE REKREASYONEL AKTİVİTELERDE TÜKETİCİYİ MOTİVE EDEN FAKTORLERİN BELİRLENMESİ

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Son yıllarda doğa sporlarına ve dolayısıyla Rafting'e ilgi giderek artmaktadır.

Turizm Bakanlığı verilerine göre yılda yaklaşık 600.000 tüketici bu spor etkinliğine katılmaktadır.

Bu çalışmanın amacı bir doğa sporu ve bir rekreasyon aktivitesi olarak, Rafting etkinliğine katılan tüketicileri motive eden faktörleri belirlemektir. Bu amaçla, Milne ve McDonald (1999) tarafından geliştirilen Spor Tüketicileri Motivasyonları Anketi, Düzce ili sınırlarında yer alan Melen Nehrinde günü birlik Rafting aktivitesine katılan 517 kişiye uygulanmıştır.

Orijinal çalışmada 13 faktör ve 4 alt boyut belirlenmiştir. Düzce ili sınırlarındaki Melen nehrinde günübirlik rafting aktivitesine katılan bireylere uygulanan anket sonucunda ise benzer sonuçlara ulaşılmış, maksimum benzerlik yöntemiyle 9 faktör ve bu faktörlerin dahil olduğu 4 alt boyut belirlenmiştir. Buna göre zihinsel esenlik ihtiyaçlarının, toplam varyansın % 26.131 ini açıklayarak rafting özelinde doğa sporları ve rekreasyon aktivitelerine katılımı temel motivasyon faktörü olduğu sonucuna ulaşılmıştır. Spor esaslı ihtiyaçlar toplam varyansın 6.569 %

unu, zindelik ihtiyaçları 6.523 % ünü sosyal esenlik ihtiyaçları ise % 5.116 sını açıklamıştır. Zihinsel esenlik ihtiyaçları boyutu, estetik, deęer geliřtirme, öz gerçekteřtirme, kendine saygı, stres azaltımı faktörlerini içermiřtir. Spor esaslı ihtiyaçlar, bařarma, rekabet, risk alma, ve agresyon faktörlerini içermiřtir. Zindelik ihtiyaçları, fiziksel zindelik faktörünü içerirken, sosyal esenlik ihtiyaçları, sosyal aidiyet ve baęlılık faktörlerini açıklamıştır.

Anahtar Kelimeler: Motivasyon Faktörleri, Doęa Sporları, Rekreasyon, Rafting, Spor Motivasyonu

To the River Guides

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CHAPTER I

INTRODUCTION

In the recent era, as an economically significant part of the tourism sector, outdoor recreational activities are gaining varying degrees of importance in the people's way of life in the post modern society. Although outdoor recreational sports have been implemented for a long time in the last century, they did not receive sufficient academic attention until the 1970s (Encyclopedia of Leisure and Outdoor, 2004). And since 1970s, the years that it was introduced to whole globe, outdoor sports become one of the fastest growing segments of the sport industry (Howe, 1998).

Even though there has been a growing interest in motivational factors of the popular and dominant sport brunches, researches on outdoor and recreational sports consumers haven't been a main focus of investigation among the academic area of sport management.

As a part of outdoor recreational sports, white-water rafting as well, is consumed in the market for 15 years in Turkey with the attendance of around 600.000 people a year (TURSAB). As the number of the outdoor and recreational sports consumers and their spending has increased, the sector providing the services and equipment hasn't responded with improved marketing and service amenities. This situation brings to attention the necessity that the outdoor and recreational sports providers

should understand the needs of today's consumers and the factors that motivating them to purchase adventurous activities. Considering the contemporary sport management and marketing trends, scientific analysis of the outdoor and recreational sport consumers in sport industry, require specific research perspectives. In order to maintain, improve and develop the profitability and sustainability of the outdoor and recreational activities sport marketers should have a better understanding of the basic and fundamental requirements of the outdoor and recreational sports consumers.

The current study is intended to document the motivating factors of the consumer and optimize the benefits, both in the marketing and in the consuming process in white-water Rafting activity.

Even if it is impossible to describe the archetypal sport consumer (Celsi, 1992) outcomes of the study is going to be a sample resource for marketers to segment the general potential population and identify the individuals with high probability of engaging in outdoor and recreational sports. More over according to the percentage of the motivating factors, with the additional hedonic consumption tendencies information, consumption can be reshaped and optimized in a desired level for the loyalty and the satisfaction of the consumer.

1.1. Statement of the Problem

There had been numerous researches (Wann 1995 Funk, Mahony & Ridinger, 2002; James& Ridinger, 2002; James & Ross, 2004;, Milne & McDonald 1999;) conducted about the motivation of the sport fans, spectators and participants. Nevertheless, besides some limited conceptual studies on action sports (Bennett, Henson & Zhang,

2003; Bennett & Henson, 2003) a specific research project about the basic motives of the outdoor and recreational sports such like Rafting, has not been conducted. Today in the competitive world market it is critical for Turkish sport managers and marketers to obtain reliable guidance information about the new stereotypes of the outdoor sports consumers. It is a well known truth that ‘The more sport marketers know about their customers the easier to attract them to one’s business’(Green, 2002). How ever specific researches on outdoor and recreational sport consumers has not been a major focus of investigation despite the boom in the participant numbers and increased attention to the natural spots that facilitating the outdoor sports. Hence the information and the literature about the specific segment of the outdoor and recreational sports in Turkey and the knowledge about it’s consumer behaviors is far from being understand and sufficient.

Apart from the some university clubs, a few related federations, and a limited number of NGO activities, outdoor sports like rafting are being commercially consumed by masses in Turkey under the authority of the Ministry of Culture and Tourism, via licensed agencies. With the organic link to the general tourism market, rafting is one of the most attractive and well accepted activity among the similars.

As the international market becomes more competitive both within the incoming and outgoing processes in outdoor sports, the lackness of empirical knowledge on the consumers is beating a path to the widening gap between the academic and the practical field of knowledge on the area. An exploration on such specific consumer type in this condition is essential to fill the gap between the theory and the practice. Without investigating the motivational factors that influencing the consumers to purchase the outdoor and recreational activities, it is not possible for sport marketers

and managers to achieve their commercial aims. Thus an exploration and a first contact with the motivations of the outdoor sports consumer would be a primary base for a healthy future development of the market and the sport. From this perspective the current research is conducted to understand the factors that motivating the outdoor and recreational sports consumers throughout a daily commercial rafting activity.

1.2. Purpose

The purpose of this study is to adopt the Milne & McDonald's (1999) Motivaton of the Sport Consumer Scale to Turkish Outdoor and Recreational sport consumers in the case of a daily white water rafting trip via exploratory factor analysis and hence examine the motivators of the Turkish white water rafting consumers. Moreover, this study aims at collecting current data about the demographics of the rafting consumer as an outdoor recreational sport consumer and drives the guide lines to understand the outdoor recreational sport consumption profile on the white-water rafting activity basis.

1.3. Objectives

The objectives of the present study are to:

- Examine the variables influencing consumer tendencies to consume the Rafting trip as an outdoor & recreational sport.

- Identify the percentages of motivating factors

1.4. Theoretical Perspective

The mental outcomes and benefits of white-water rafting as an outdoor and recreational sport can be identified primarily through the motivation of the participants, and what they expect to achieve through this participation. The reason behind the need to attend and consume outdoor recreational activities and the kind of mental and social requirements of the participants that triggering them to purchase such an activity, is a process of decision making to satisfy some certain needs. Sage (1977) defines the motivation as the direction and intensity of effort. The Merriam-Webster Dictionary defines motivation as ‘something (as a need or desire) that causes a person to act.’ The constructs in this study which are listed as physical fitness, risk taking, stress reduction, aggression, affiliation, social facilitation, self esteem, competition, achievement, skill mastery, aesthetics, value development, self actualization, are provisioned as benefits and the motivators of the attendance process of the white-water rafting activity since they’ve linked with the social and psychological needs of the human beings. Ravenscroft (1997) states that the physiological need for physical health and fitness is dominant until satisfied since further sport activity is prevented by ill health, injury or unfitness; and Headley(2004) considers sport as similar to other leisure activities in that it is supposed to contribute to health.

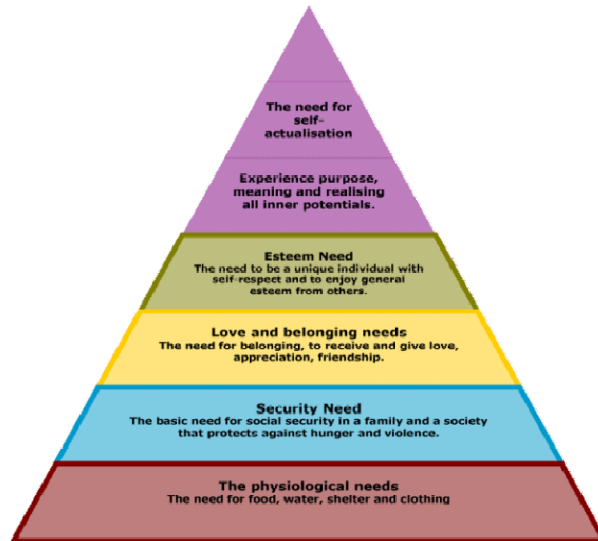
Motivation is the key concept of this research, as it is these motivators above are trying to be associated to white-water Rafting activity as an outdoor recreational

activity.

These motivators listed above are of not only major benefits but also the requirements for a person as a whole as they fulfil a certain level of needs as described by Abraham Maslow.

Maslow's(1970) hierarchy of needs in this step provides a solid ground to understand and evaluate the factors that motivating the consumers of the white-water Rafting activity. Davis (1994) states that, the hierarchy of needs that are proposed by Maslow was highly used as a common definition of how human beings behaviors in relation to needs and his theory assumes that human beings have certain needs arranged in levels, which must be satisfied progressively.

Davis (1994) states how Maslow created a hierarchy of needs in the shape of a pyramid (figure 1.) which shows how humans have fundamental psychological needs beginning with food and shelter, and once these primary needs are achieved they are ready to carry through the next level; which are defined under the title of safety needs and those needs include security, stability and protection.



Source: <http://two.not2.org/psychosynthesis/articles/maslow.gif>

Figure 1. Maslow's hierarchy of needs triangle

After the achievement of the safety needs, then it continues with social needs such as love, affection and belonging. Social needs are followed by esteem needs, the fourth level which can be highlighted with esteem need or ego needs. These include the feeling of self-confidence, with strength and capability. And finally, self actualisation. In this final level it has been stated that humans strive to achieve the most, as it is about being the best that they can be and achieving their own personal goals.

Thus this condition explains the tendency that making people to decide participating in recreational outdoor activities such as white-water Rafting in their leisure times. Williams (1995) states that in the specific case of outdoor recreation the element of reward can be stronger since the participation would usually require the physical removal of the participant from home or the work place in order to engage the activity itself and hence an additional cost in effort, time and money which must be

part of the decision to participate. Moreover, Crandal (1980) considers that there may be some general reasons such as pleasure or specific reasons like meeting new people to participate in recreational activities. Both reasons and conditions serve to a climax and an experience platform that participants of the white-water rafting activity could be practiced and lived in their level of self actualization .Considering that attending to a rafting activity, brings out the feelings such as social facilitation, achievement, aesthetics, self esteem, than depending to the Maslow's hierarchy of needs there is a high possibility to lead and help the participants approaching to to self actualization.

1.5. Research questions

The following questions were addressed in the study:

- What aspects motivate the outdoor and recreational sport consumers?
- What are the motivation levels of the outdoor and recreational sport consumers?

1.6. Hypothesis

Mental well being needs is going to be a higher motivational factor than fitness needs, social needs, and sport based needs.

CHAPTER II

LITERATURE REVIEW

Involvement in sport and recreational activities is becoming more and more popular in the society with the easiness to reach the facilities, sources and the slight decline of the economic incomes.

The technological engagements to sport and expanding leisure durations in the last two decades have led an enormous growth in the number and the frequency of people engaging in recreation and sport (Kraus,1990)

From the outdoor, recreational sports consumption perspective the three different notions are engaging on the common ground as recreation, leisure and outdoor recreational sports.

Leisure, recreation, and hence the recreational outdoor sports are gaining more importance and becoming more attainable among the mass and attracting academic attention.(e.g. Chub and Chub 1981; Van Lier and Taylor1993; Lynch and Veal 1996) This condition is probably the result of the declining number of consumers hence their attention and the increasing amount of the product and activity diversity. Mieczkowski(1990) states that in the framework of our civilization, tourism and

recreation have moved from the relatively unimportant margins to a very salient position. In the context of the recent research to avoid the concept misformations it essential to define and clarify the notions via reviewing the existing literature.

2.1. Leisure and Recreation

Leisure can be defined as free time not taken up with work or duty; when a person may rest or do what he/she wants to do.(Websters New World Dictionary1966)

Although leisure have some different definitions from the different perspectives and platforms (Kaplan1975; Godbey and Parker 1976; Lynch and Veal 1996) three main aspects dominates the meaning and the notion of the leisure. First of all leisure's speciality to match with the enjoyment and satisfaction feeling established by the free time activities.(Pilgram and Jenkins1999). Secondly spiritual condition and state of mind that enables a self expression and perceived freedom (Neulinger1982); and third, the inevitable association with the leisure and the activity. (Pilgram and Jenkins1999). Leisure once only have been the privilege of the few elite has become a right and accessible condition for the masses with the industrialization process in the beginning of the century.

The process of mass participation on leisure can be enlightened by the Veal's (1987) paragraph as follows:

'The leisure phenomenon can be measured not only in terms of time availability but also in terms of activities engaged in, that is, how people spend their leisure time. It can be also measured in terms of consumer expenditure, that is, the extend to which people spend their money on leisure goods and services. The trends are unmistakable. Growth in participation in virtually all leisure activities since the second world war has been dramatic...leisure has become a highly significant

element of peoples lives and economies of advanced industrial nations.’

Considering the changing economic and financial relations among the working class, getting away from the work, working environment and the need for relaxation becomes the mean and leading reason for people to participate in lesiure activities. Freysinger(1987) states that leisure enhances life by providing a means of self-expression, choice, control, and a change from routine.

Although there may be many different motivators behind, the need for relaxation has been suggested by Driver and Tocher(1975) as the prime determiner for the leisure choice.

In the case that the leisure choice progresses and an engagement with an activity occurs the recreation and tourism face of the movement takes the ignition. The basic distinction between leisure and recreation can be set by the time and the activity. Recreation is activity voluntarily undertaken, primarily for pleasure and satisfaction, during leisure time; (Houlihan 1997) and since the beginning of the industrial era , has increased dramatically for the greater amounts of people (Jensen1995).

As a raw definition its possible to mention that the word recreation which is derived from the Latin recreare means to create a new and to become refreshed. When Driver and Tocher(1970) introduced the experiential approach to the leisure motivational research by late 60’s they have suggested that recreation should not be viewed merely as an activity such as hiking fishing camping etc.; but instead recreation should be conceptualized as a psycophysiological experience that is self rewarding, occurs during nonobligated free time and the result of the free choice. Leaving the

working place and in some cases home town is also an other face of attending the leisure and the recreational activities. Williams (1995) states that in the specific case of outdoor recreation the element of reward maybe stronger since the participation will usually require the physical removal of the participant from home or the work place in order to engage the activity itself and hence an additional cost in effort, time and money which must be part of the decision to participate.

Crandal (1980) states that there may be some general reasons such as pleasure or specific reasons like meeting new people to participate in recreational activities. A more global approach from Cato and Kunstier (1988) expresses that preferred activities may vary for different cultures but people in various parts of the world have similar reasons for participating in recreation.

Outdoor recreation on the other hand also deserves the strict differentiations in the terms of definition. Pigram and Jenkins (1999) defines outdoor recreation as the recreation that occurs outdoors in urban and rural environments. On the other hand Mercer(1994) strictly excludes the activities that occur in urban outdoors (e.g.cricket, soccer, tennis) and sets the distinction between urban and rural outdoors. State of Minnesota Department of Natural Resources definition for out door recreation which follows as ‘any activity including hunting,fishing, trapping, boating, hiking, camping, and engaging winter sports which is conducted primarily for the purpose of pleasure, rest or relaxation and is dependent on derives its principle benefit from natural surroundings’ will guide this study to empower and build a perspective on the subject and hence a single day white-water Rafting trip on Melen River will be mentioned as an outdoor recreational sport activity.

Regardless from the definitions it obvious that outdoor recreational activities serves significant conditions to gain experiences both as mentally and physically in an adventurous environment. The experience it self generally a challenging process for the individual and this challenge generally consumed in a condition away from the daily comfort habits. Thus this is how probably participants benefit personally on an emotional level of the self.

Mortlock (1984) highlights the four stages of adventure in the outdoor experience that can affect the people who are involved when participating as:

Play

The level of participation is well below the participant s abilities, and as such has minimal involvement in emotion, skills and concentration. This is usually regarded as pleasant or fun .

Adventure

The person is in control of the situation, but is using experience and skill to overcome a problem. He is not disturbed by feelings of boredom and lack of involvement, or by the psychological stress of the next stage.

Frontier Adventure

The person has fear of physical harm and psychological stress and is no longer in control of the situation. His skills are about to be tested, but the outcome is uncertain. The person is on a knife edge of success and failure if he succeeds he will experience frontier adventure and experience feelings of satisfaction, if not elation. The degree of satisfaction and pride is proportional to the scale and intensity of the experience.

Misadventure

This is what the person feels if they do not succeed at frontier adventure. The challenge is beyond the control of the person, and ultimately can result in death, but more likely serious injury or psychological harm. This often causes negative and disruptive feelings.

2.2. Theoretical Approaches in Motivation

When we look at the motivation literature we see that the context is mainly based on the energization and the direction of the human behaviors; Motivation theories had mainly focused on a set of assumptions about the individuals and factors which generate the achievement behavior (Roberts1992). Achievement motivation induces a person to direct his or her behavior toward the attainment of certain goals and after the behavioral approach, which was popularized in 1940's and 1950's, four different approaches have stabilized their theories despite the decreasing attention caused by the cognitive revolution and its effects on psychology:

2.2.1. Need Achievement Theory

Need Achievement Theory was begun with Murray in 1938 and broadly developed by Mc Clelland, Atkinson and their colleagues. This approach was the most influential research tradition, especially in the sport context and was mainly emphasizing the idea that the motive states were the main springs of the action. The basic constructs of the motive states were mentioned as the motive to achieve success and the motive to avoid failure(Roberts1992).

McClelland(1961) highlighted that the motives were interacting with the cues in the environment to arouse affective states and hence their approach was incorporating a hedonic quality of behavior into an essentially affective arousal model. Their researches has supported the prediction that individual driven by the *motive to achieve success* were demonstrating enlarged performance; However the results have not always supported the prediction that the individuals driven by the *motive to avoid failure* avoid intermediate risk and demonstrate low performance(Roberts1992).

More over their tendencies to weight the ethnocentric bias upon personality as the crucial variable was a failure and had been criticized for the reason to account for heightened performance of low-achievement-motivation individuals in some situations (Maehr1974, Roberts1982).

2.2.2. The Test Anxiety Approach

Sarason and colleagues (Mandler & Sarason, 1952; Sarason, Davidson, Lighthall, Waite, & Ruebrush1960) formulated a theory deliberating the parent-child interaction during the preschool and elementary school years and the evaluative aspects of the school environment. The roots of their research was based upon the comprehensive studies relating test anxiety to achievement in task performance. The major motivational variable they set was anxiety with evaluation. The anxiety-evoking situations such as test taking and performing in front of the peers were their main focus center in their research. They found that the performance and achievement tasks and existence of peers was strongly influenced by motivational factors. In spite of the awakening results they gathered to understand the anxiety, this approach hasn't received much attention from the sport psychology perspective (Roberts1992).

2.2.3. Expectation of Reinforcement

The third school in motivation and achievement behavior rests on the social learning theory.

Crandall(1963, 1969) was concerned in academic and intellectual achievement, above all in conditions where personal skill was important. From that perspective the basic motivational variable was the individuals expectancy of reinforcement.

Explicit behavior was the major concern rather than the motives. Crandall stated that the achievement behavior was the behavior that directed towards the attainment of self approval and the approval of the others. Moreover it was specifically affiliated with criteria for performance competence (Roberts 1982). The expectancy and the value of the expectancies were evidently measured and the results indicated that the specific individual differences such as sex and expectancy of success were most robust and important issues among all. Despite the interest in social reinforcement phenomena and in coaching effectiveness programs its value in sport psychology remains undetermined (Roberts 1992).

2.2.4. The Cognitive Approach

In the last 30 years cognitive approach become dominant in the study of motivation. Motivation study which is donated by the cognitive perspective mainly focuses to the way in which the knowledge is acquired, represented and used by human beings. The creation of model to understand how cognitions or thoughts govern and direct behavior is the essential task for the cognitive approach. Cognitive theorists highlight that the behavioral variance in sport and exercise is better captured by model that incorporate the cognitions and the beliefs of individuals; which means the cognitions and beliefs of individuals mediate their behavior (Roberts 1992). To say it in the other words, from the cognitive perspective thoughts governs and directs the actions. Tolman (1932) who is known as the first motivation theorist to utilize the cognitive approach argued that the achievement behavior required a more flexible explanatory mechanism than provided by the behavioristic approach. That's how Tolman introduced the expectancy into the psychological literature by stating that an organism might have a belief that a particular event would be followed by another

event and that particular course of action would have consequences. Thus, choice and decision making began to replace stimulus response association to explain achievement behavior (Roberts1992).

2.2.5. Social Cognitive Approaches

The social cognitive approach is based on the expectancies and the values that human beings bound to different goals and achievement activities. This approach rely on the previous theories in order to identify a dynamic process that interacting with the bunches of cognitive, affective and value related variables which are supposed to compromise the choice and attainment of achievement goals (Roberts1992). Under the social cognitive approach sub theories such as self-efficacy and perceived competence theory purports to describe and explain motivational behavior.

Self-Efficacy

The self-efficacy theory has been one of the most widely used theory in research of motivational issues in sport and exercise. Even if it was used as a proposition for the different mediation procedures in the treatment of anxiety self-efficacy theory has been widely used in sport science to understand the achievement behavior (Roberts1992).

Bandura(1977) demonstrated the self-efficacy term to express the cause and effect relationships in human actions. According to Bandura, from the self-efficacy perspective, the individual needs to successfully execute the necessary behavior to produce a certain outcome. On the other hand the notion of self-efficacy is not concerned with human abilities but the assessment of the individual's potential about

his/her abilities (Feltz 1982, McAuley 1985).

According to Bandura (1977) the motivational mechanism of self efficacy theory is the assessment of one's capability to perform at a given level in an achievement context of value to the participation; to say in other words mastery expectations influence the performance (Roberts 1992).

Perceived Competence

In the 1960's and 1970's research efforts in the field of sport psychology were focused mainly on defining the differences between athletes and non-athletes, between athletes at different competence levels and between athletes in different sports (Williams, 1985).

Perception of competence, on the part of the participant, generates a sum of motivation theories. Harter for instance, from the work of White (1959) explains the reason why individual feel impelled to engage in mastery attempts in achievement context. According to Harter (1978) perceived competence directs individuals cognitively and socially. From this perspective success and failure are evaluated by significant other individuals and the perceived competence hence intrinsic pleasure derived from success are seen to increase achievement contentions while perceived incompetence and displeasure are assumed to lead to anxiety and a decrease in achievement contentions (Roberts 1992).

Roberts et al. (1981) found that sport participants were higher in perceived competence as measured by the physical competence scale of Harter, than non participants in sport. On the other hand despite the weak relationship outlayed, researches (Feltz & Brown, 1984; Feltz & Petlichkoff, 1983; Roberts et al., 1981)

focused on years of playing experience execute that individuals who were higher in perceived competence would remain in the competitive sport experience longer.

2.2.6. Achievement Goal Approaches

In the sport and exercise environment, achievement goal approach assumes that the major focus of individuals in achievement context is to demonstrate the competence and the ability. (Dweck 1986; Maehr & Nichols 1980) On the other hand ability has two perception routes in achievement aspects and they develop two major goal perspectives assumed to be required by individuals in achievement contexts (Nichols, 1980). Researchers such as Ames (1984) Dweck (1986), Maehr and Braskamp (1986) identify the first goal as the goal of maximizing the probability of attributing high ability and minimizing the probability of attributing low ability to one self. This goal leads the way to the achievement behaviors in situations of social comparisons like competitions. In such situations while the perceptions of ability are normative and referenced to the ability of others, success or failure is dependent upon the subjective assessment of comparing ones ability with relevant others (Roberts 1992). This goal is called *ego involvement* by Nichols (1984), *performance goal* by Dweck (1986) and *ability focused goal* by Ames (1984) (Roberts 1992).

The secondary achievement goal beneath the achievement goal approaches defined by many researches (Ames 1984; Maehr & Braskamp, 1986; Nichols, 1984) as demonstrating mastery or learning of a task. This goal in which drives the achievement behavior in circumstances where learning or mastery of a skill is important identified as *task involvement* by Nichols (1984), *learning goal* by Dweck and Eliot (1983), and *mastery goal* by Ames (1984). In this case perception of ability are self referenced and dependent upon the improvement and learning; more over

success or failure is dependent upon the subjective assessment of whether one achieved mastery, learned, or improved on a task (Roberts 1992).

2.3. Motivation in Sport

Sage (1977) defines the motivation as the direction and intensity of effort which is viewed as a key factor influencing achievement outcomes. Motivation expresses the needs and the wishes that regulate the direction, the intensity and the continuation of a specific behavior (Deci & Ryan, 1985). From the sport perspective Deci and Ryan (1985;1991) state that the behaviors can be varied as intrinsically motivated, extrinsically motivated or amotivated

Intrinsic motivation refers to an individual who participates in an activity simply for the satisfaction of doing so (Fortier, et al., 1995). According to Deci and Ryan (1985), intrinsic motivation is a result of the needs for competence, autonomy, and relatedness, and also empowers engagement and enjoyment.

Biddle and Mutrie (2001) suggested that intrinsic motivation is related with the feelings of control, or what Deci and Ryan (1985) called autonomy or self-determination. By the ignition of the intrinsic motivation the purpose and the aim for performing a behavior or act is mainly for the pure pleasure and the satisfaction derived from the process itself. On the contrary, extrinsic motivation promotes such a behavior or series of performance through ambiguous and unpredictable outcomes beneath the activity itself. Regardless from the awards or evaluations, the main idea and the reason behind the extrinsically motivated behavior is to gain benefits or deflect the possible negative effects and outcomes that are expected to occur

afterwards. According to Deci (1975) an individual who is involved in a physical task and intrinsically motivated towards that particular physical activity will participate in the activity for pleasure and satisfaction evolved from doing the activity regardless from the external reinforcement (Deci1975). Vallerand and Losier (1992) determined the sub scales of the intrinsic motivation as (1) intrinsic motivation to know, (2) intrinsic motivation to accomplish and (3) intrinsic motivation to experience stimulation. Intrinsic motivation to know can be defined as being involved with the activity or perform an activity for pleasure and the joy that one experiences while learning, exploring or trying something new. Intrinsic motivation to accomplish can be defined as performing an activity for pleasure of outdoing oneself and the process of trying to reach new desired personal objectives. Intrinsic motivation to experience stimulation can be defined as a state of motivation that takes place when performing individual engages in an activity in order to experience the pleasant sensations derived from the activity itself and hence these kinds of behavioral participation are likely to satisfy the basic and universal needs for competence, autonomy, and relatedness (Vallerand & Losier, 1992).

Extrinsic motivation, on the other hand is related to external factors, such as rewards and punishment (Ryan & Deci, 2000). According to Atkinson (1974) extrinsic motivation refers to engaging in a particular behavior for external rewards and reinforcements. Although extrinsically motivated behaviors have commonly considered to be important in initiating and shaping the physical ,as well as the other behaviors, the reward do not account for all motivated behaviors.

The three types of extrinsic motivation, from the least self-determined to the most self-determined, are external regulation, interjected regulation and identification (Ryan and Grolnick, 1990). External regulation refers to the behavior that is controlled by external sources such as material rewards or constraints imposed by others (Deci&Ryan1985).

Interjected regulation can be defined as the state of motivation that has been internalized such that its actual presence is no longer needed to initiate behavior; instead the behaviors are reinforced through internal pressures such as guilt or anxiety. (Pellettier et al1995). Finally identification refers to the motivation occurs when the individual comes to value and judge the behavior as important and therefore performs it out of choice. Pellettier and his colleagues state that in this case the activity is still performed for extrinsic reasons but it is internally regulated and self determined.

The third type of motivation, amotivation, is characterized by the thought that actions have no control over outcomes; amotivated people do not act at all or act without intent (Ryan & Deci 2000). In other words, amotivated individuals believe that forces out of their control determine behaviors and they experience feelings of incompetence and lack of control (Deci.& Ryan, 1985) In this state the individual is not motivated either extrinsically or intrinsically.

2.4. Motivation Measurements in Sport

2.4.1. Intrinsic Motivation Inventory

The Intrinsic motivation inventory (IMI) is a measurement scale which was introduced by the aim to assess participants' subjective experience, related to a target activity. McAuley and his colleagues (1991), state that the IMI assesses participants' level of intrinsic motivation as an additive function of four underlying dimensions of interest-enjoyment, perceived competence, effort-importance, and tension-pressure.

The IMI was based on the rationale that when individuals were intrinsically motivated, they should have been experiencing mentioned affective/cognitive states and exhibiting such types of behavior. The IMI portrayed reliable sub scales with internal consistencies varying between .63 and .91 (Duda et al., 1995).

Nevertheless the results of the data on the factorial validity was questionable and somewhat problematic (Markland & Hardy, 1997). McAuley (1989) tested several models using factor analysis and discovered that a hypothesized five factor hierarchical model with four first-order factors (interest-enjoyment, perceived competence, effort-importance, and tension-pressure) and a second-order factor representing intrinsic motivation was the best model.

2.4.2. Participation Motivation Inventory

Participation Motivation inventory was designed and introduced by Gill and Hudleston (1983). It was consist of thirty items that making up eight possible factors referring to the reason why children participate in sports The factors were listed as Achievement/status, Team, Fitness, Energy Release, Other (parents, coaches, and equipment), Skill, Friends, and Fun. Responses of the attendants were based on a three point Likert-type scale (1 =very important, 2 = somewhat important, and 3 not at all important) and indicating a relative importance for participating in a sport . Primary studies which have implemented Participation Motivation Inventory have reported Cronbach alpha values ranging from .30 to .78 for the eight factors(Gill et al., 1983) with a test retest reliability of .68.

2.4.3. Sport Motivation Scale

Sport Motivation Scale was designed by Brière et al (1995) in French and was translated to English and validated in English by Pelletier and his colleagues in 1995. With it's original title the 'Echelle de Motivation dans le Sport' was introduced by seven sub scales which were listed as amotivation, external regulation, introjected regulation, identified regulation, intrinsic motivation to know, intrinsic motivation to accomplish, and intrinsic motivation to experience stimulation. In the validation process, 500 athletes approximately 19 years of age portrayed significantly valid Cronbach alpha values varying between .71 to .92 and this stated a strong internal consistency. Moreover test retest correlations ranging from .54 to .82 indicated a moderate to high stability for a one month time slice. The results of the confirmatory factor analysis also portrayed the seven factor structure of the study. (GFI = .90 and a RMSR < .10, Brière et al., 1995).

Pelletier et al. (1995) also received satisfactory internal consistency values (Cronbach alphas ranging from .63 to .80) in the process of the English version of the EMS in which they have conducted the study with 593 athletes with a mean age of 19 years. Temporary stability of the results over a 5 week period was also proved by test-retest correlations ranging from .58 to .84. A seven factor structure representing the original study was confirmed through a confirmatory factor analysis (χ^2 (329) = 637.49, χ^2/df ratio = 1.94, GFI = .94, AGFI = .92, NFI = .92, RMSR = .048).

2.4.4. Motivation of the Sport Consumer Scale

Milne and McDonald (1999) introduced the Motivation of the Sport Consumer (MSC) scale with two phase for participants and spectators. The participant phase of the scale was formed by four motivational factors which were listed as Mental well being needs Sport based needs, Social needs and Fitness needs. The listed factors were consisted of 13 constructs. Constructs of Self actualization, self-esteem, value development, aesthetics and stress release were represented by the factor of 'Mental well being needs'. Competition, aggression, risk- taking and achievement were labeled as 'Sport based needs'. 'Social needs' was another factor and included the constructs of social facilitation, affiliation and skill mastery. Finally factor of 'Fitness needs' was including the physical fitness construct.

A randomly selected 1611 sport product purchaser have portrayed coefficient alpha values varying between .73 and .94. There were correlation rates between .13 and .50 between the participation and spectating constructs. The factor structure of the participant scales were assessed by using principal factoring with a Varimax rotation and results showed that a four factor solution were emerging. That was visible for over %80 of the variation in the data. The result of the factor analysis showed that,

for each of the 13 constructs, all construct items loaded on the same factor.

2.5. Definition of the Constructs

2.5.1. Physical Fitness

Physical fitness or the will to stay and live physically fit, is probably a common reason to attend and consume sports. The construct of physical fitness can be defined as the state of being in good physical condition and health. Adamson and Wade,(1986) have founded that improving health and fitness was the prime factor that motivating the sport participation. Brook's (1994) study proved that 62% of the sample population mentioned security needs, in which health and fitness was a prominent response category. Jones, Mackay and Peters have also indicated that physical fitness was a strong motivation factor with Affiliation, Skill Development and Friendship in their research surveying the participation motivators of the Martial Artists.

2.5.2. Risk Taking

Zuckerman (1979) defines the 'Risk Taking' notion as the desire to engage in thrill seeking through activities such as parachuting, hang gliding, and mountain climbing. Mobley's (1985) definition for adventure recreation as an activity 'often tied to outdoor pursuits that involve an obvious possibility of physical injury' connects the risk factor to the nature of the outdoor sports. Tholkes (1998) states that the risk

associated to such kind outdoor pursuits is most noticeably the possibility of physical or psychological injury. This could include minor injuries, environmental injuries, emotional injuries, and sometimes even death. According to Zuckerman (1979) organisms seek a certain level of stress and that stress-seeking behavior increases when obtained levels fall below this optimal level. Sport participation provides socially acceptable opportunities for risk taking and stress creation which may not otherwise be possible in the course of everyday life (Elias&Dunning 1970). According to Robinson (1992), participants in adventure recreation activities were attracted to the activity for a need to be mentally aroused through an activity which has at least on the outside, a perception of being dangerous and being in a condition with a strong regard for self direction.

2.5.3. Stress Reduction

As a psychological aspect the effect of involving sports and exercise through out outdoor activities which may be particularly relevant to our recent ‘modern times’ is the potential for reducing stress quantity. Stress Reduction can be defined as the process of reducing state anxiety, an emotional state characterized by apprehension, fear, and tension accompanied by physiological arousal (LeUnes and Nation,1989).

Step toe, Kimbell & Basford (1998) hypothesized that exercise would be associated with positive moods and with the experience of fewer daily stressors.They indicated that positive moods were rated higher and depression lower on exercise days than no-exercise days. Participants low in trait anxiety reported fewer stressful events on the days on which they exercised. Those with strong personal (health, physical

appearance, and mood) motives for exercise reported more stressful daily events overall; in addition, they experienced more potentially stressful events as non stressful on the days during which they engaged in physical exercise.

The need for relaxation has been suggested by Driver and Tocher (1975) as a prime determiner of leisure choice and they indicated outdoor-active sports were useful in reducing the levels of the stress. Additionally, Berger (1994) indicated that non-competitive, moderate intensity exercise performed for short periods of time, had effect on lowering the participants stress levels.

2.5.4. Affiliation

Affiliation can be described as connecting or associating oneself with the need to interact, socialize with others, and belong (Milne & Mc Donald 1999). Affiliation to the sport would appear to be congruent with 'interest in the sport' identified by Zaggelidis et al. (2004) as the main motivation. Affiliation had been a major finding in the numerous researches that investigating motivating factors in different sport branches, leisure and outdoor activities. In their research about the participation motivators of the martial artists, Jones, Mackay and Peters (2006) concluded that affiliation was the most important and primary motivating factor among seven constructs for the Martial Arts implementers. Donnelly and Young (1988) stated that involvement in sport was motivated by a desire to confirm the sense of identity and they have described the detailed process of identity construction and subculture affiliation in their analysis of mountain climbers and rugby players. Diane Kuehn's (2005) investigation on the social and psychological factors influencing fishing

participation, indicated that affiliation was common and primary motivator for both male and female attendees during childhood, adolescence and adulthood. On the other hand an individual's affiliation with a group that involved with sport, leisure and outdoor activities has considerable emotional and evaluative significance for that individual. According to Tajfel (1982) an individual's affiliation with a group has considerable emotional and evaluative significance for that individual. Hence, through membership in a group, an individual acquires a specific social identity that defines a certain position in society. Moreover such an involvement enable members of the group get together and share the common features of the same group even without taking into account their interpersonal differences.

2.5.5. Self-esteem

Participating in a sport a club or active recreation activities has been shown to have positive social and psychological effects. Increased self-esteem, is one of the major outcomes of the sport participation and hence a major motivating factor in the consumption process of the sports. In sport research self-esteem can be defined as holding oneself in high regard (Milne&McDonald,1999). Robson (1989), on the other hand, defines the self esteem as “the sense of contentment and self acceptance that results from a person's appraisal of his own worth, significance, attractiveness, competence, and ability to satisfy his aspirations”. Through sport and involvement with physical activity, implementers enhance their self esteem by having a positive perception of self and the physical skills and abilities being developed during the exposure to activities. There had been numerous researches concluded the involvement in sports and physical activities leads to positive attitudes about the

implementer's self (Dishman1982; Foon, 1989). Canadian Council on Social Development's report (2001) is significant for outlaying that participation in organized sports was linked to higher levels of self esteem. Young participants took place in organized sports were more likely to report being very satisfied with their level of self esteem (46.5 per cent) compared to 37.0 per cent of non-participating youth. While Addeo (1994) associates healthy self esteem with happiness, success and high achievement. The *Journal of Physical Education, Recreation and Dance* (2001), states that physical activity can dramatically reduce depression and improve self esteem. Thus, it is possible to conclude that outdoor and recreational activities such as Rafting can offer a reduction in depression and effect the level of self esteem of the outdoor sports consumer since there is a significant amount of physical activity involved.

Sonstroem and Morgan's (1999) statement pointing that 'high self-esteem to lead more involvement with the physical activity and at the same time to be a result of the physical activity ' adds more importance to Mullin, Hardy and Sutton's (1993) indication that understanding the impact of sport on self-concept is critical to understand the motivations for consumption, whether the product is spectator sport or participation sport.

2.5.6. Achievement

Achievement can be defined as accomplishing a desired result and sport is clearly an achievement-oriented activity (Mullin, Hardy and Sutton, 1993)

From a closer sport perspective Gracz and Sankowski (1995) highlight the achievement motivation as a notion that influences other factors that affecting performance in sport such as physical preparation, technique, tactics and even lifestyle. Mullin et al. (1993) state that sport is a clearly achievement-oriented activity. Achievement motivation is an essential and hence a very important phase of human personality. It has an effect on directing a person's activity and making it more or less dynamic. For instance work of Czajkowski (1995) proved that a high achievement motivation often portrays in an optimum level of stimulation in difficult situations and in realistic levels of aspiration. On the other hand Covington and Roberts (1995) have portrayed that the fear of failure as an inhibitor of effort and performance when unaccompanied by achievement motivation but a facilitator of effort and performance when accompanied by achievement motivation. From the achievement motivation perspective psychological differences have varying effects on performance; Individuals with a strong achievement motivation have greater intrinsic motivation and task enjoyment in situations that emphasize performance versus learning goals, on the contrary, the reverse is a relevant truth for individuals with low achievement motivation (Durik & Harackiewicz, 2003; Elliot & Harackiewicz, 1994; Harackiewicz & Elliot, 1993). In addition researches on the area outlay fear of failure as an inhibitor of effort and performance when unaccompanied by achievement motivation but a facilitator of effort and performance when accompanied by achievement motivation (Birney et al., 1969; Covington & Roberts, 1995; Heckhausen et al., 1985).

2.5.7. Aesthetics

Participation in physical activities and sport represent some kind of beauty or artistic expression (Spreitzer & Snyder 1983). Wills and Campbell (1992) defines the aesthetics as the beauty, grace, or other artistic characteristics of sport.

Excellence, beauty, creativity of performance by the players or the athletes, and the style of play during the game or competition which are appreciated as the foundations of the aesthetics in sport. According to Smith (1988) aesthetic is the excellence, beauty and creativity of performance; and individuals who desire to experience excellence and beauty may consume sport as a form of art (Wann, 1995).

Sport branches like synchronized swimming, figure skating, and women's gymnastics, involve pure expressions of beauty, while others require flowing and visually attractive movements only at various moments during a competition (Cratty, 1983). According to Miller (1970) sport provides an opportunity for freedom of experience and creative expression. Today, it has been argued that sport shows a highly aesthetic constitution - it can even be taken as a paradigm example of today's aestheticization and hence in various aspects - from its aesthetic appearance and appreciation through to its emphasis on the body in performance, self-presentation and training - contemporary sport has largely been perceived as aesthetic.

2.5.8. Aggression

Aggression is defined as the enforcement of an aversive stimulus, physical, verbal, or gestural, upon one person by another; Aggression is not an attitude but behavior and, most critically reflected in acts integrated with the intent to injure (LeUnes & Nation, 1989).

Sport on the other hand, besides the war times, is probably the only organisation in which aggressive acts are both tolerated and enthusiastically applauded by large different masses of society (Russel 1993). The effect of being involved in aggressive happenings or watching events that containing aggressive acts have also been studied in the sport science. Lorenz (1966), Perls (1969) and Storr (1970) concluded that watching or actively participating in aggressive acts reduce the aggression levels. Coakley (1994) states that sports provide an opportunity for the expression of feelings and emotions. Lorenz (1966) Perls (1969) and Storr (1970) theorized that actively participating or vicariously watching aggressive acts reduces aggression levels. From the motivational perspective Nichols (1989) states that the task and ego motivational orientations are likely to be associated with moral perspectives. Duda, Olson and Templin's (1991) test of Nichols's association, examined the correlations among motivational orientation, approval of sport aggression, and attitudes toward sportpersonship. Their findings indicated that low task orientation and high ego orientation correlated with higher endorsement of unsportpersonlike play, and that ego orientation positively related to rating aggressive acts as more acceptable. Depending on the situation or the climax that the sport event or participation occurs, sport notion contributes to increased aggression levels among the athletes and

spectators and with restricted regulations and rules participating in sport provides a platform which is serving to release the aggression in a socially acceptable outlet.

2.5.9. Self actualization

Maslow (1970) defines the self actualization as human being's desire for self-fulfilment, namely, to the tendency for him to become actualized in what he potentially is. To say it in other words self actualization is a level of functioning where an individual is employing his or her full potential, talents, and capacities (Hockenbury & Hockenbury, 2003).

In self actualization process human beings seek to bring their selves, others, and the things they work on to a state where they have the ability to perform at their best or to their potential. And hence self actualization notion links with the sports as a prime motivation factor both from the spectator and the participant phase.

Researchs (Sloan, 1989; Wann, Melnick, Russell, & Pease, 2001; Wann, Allen, Rochelle, 2004) outlay the benefits and outcomes derived from the sport spectatorship as, escape from mundane life, excitement, entertainment, identification and group affiliation, a sense of fulfillment and achievement, and increased self-esteem with self actualization.

In sport involvement self actualization represents a transcend feature. According to Csikszentmihalyi (1979) there is a potential for self actualization to occur when athletes enter into a state of 'flow', when time is askewed and ultimate control is

possible. The research of Rudnicki and Wankel (1988) found that the self-challenge is to be a predictor of long-term exercise involvement. On the other hand having a meaning / purpose and self-actualization, reflect motives that are satisfied by sport and this condition is reflected by quotes indicating that after leaving sport, participants would seek out alternative activities to satisfy their desire to strive, achieve, seek purpose, and find growth (Roy 2004).

2.5.10. Competition

Competition notion involves both the sporting environments and other life domains. Milne & McDonald (1999) defines the competition as the act of entering into a rivalry.

Sarrazin and Famose (1999) state that sport competition would become an opportunity for young people to gain an insight into their own ability and progress rather than continually judging themselves against others. This situation portrays similarities in professional sports as well.

Although the wish or desire to compete is natural part of sports it can also be a way for athletes to measure up and test their ability against others in the same sport. On the other hand, in the context of sport the focus is generally about beating the opponent, not the task (Vallerand & Losier, 1999). In their related research Marsh and Peart (1988) randomly assigned eighth-grade girls to fitness classes that either stressed competition or cooperation. The findings of their research indicated that the cooperative program led to enhanced perceptions of physical competence. Moreover, Lloyd and Fox (1992) examined adolescent girls in fitness programs and they found

that putting the focus on an individualistic orientation led to improvements in enjoyment and motivation compared to the outcomes of a competitively focused environment.

2.5.11. Skill mastery

Skill mastery is a basic component of physical education and sport. Mastery of any physical movement in sport performance require competence in goal setting, motivation and achievement. Battista (1990) states that the important thing that organised sport should emphasise the importance of skill mastery rather than the idea that winning is everything.

Milne and McDonald (1999) define the skill mastery as the goal of performing as well as possible, regardless of the outcome.

Performing a task or a mastery level in the skill is a well known motive in the sport research and requires fully commitment to the task and being intrinsically motivated.(Milne & McDonald, 1999) .

According to Ryckman and Hamel (1993) the importance of skill mastery as a motivator increases with the athlete's' self-perceptions of physical ability

Harter's (1978, 1981) competence motivation theory links high self-perceptions regarding competence, to having high satisfaction, continued participation and an enhanced self-concept. Satisfaction with one's performance and achievement in mastery of a certain skill should lead way to continued and consistent participation,

which, in turn, would provide different opportunities to learn emotional competence through the interactive and dynamic nature of sport.

2.5.12. Social facilitation

Outdoor sport and leisure activities are generally publicly consumed and consumer involvement and satisfaction is affected by social facilitation. Milne and McDonald (1999) defines the social facilitation as the social gratification of being with others who enjoy the same activity. On the other hand the term social facilitation expresses the positive or negative effect on the performance of an individual caused by the mere presence of an audience.

The study of social facilitation began with Norman Triplett (1898) when he observed that racing cyclists achieved faster times when accompanied by another pace-setting cyclist in 1898. Triplett hypothesized that improved performance was due to increased competitive instinct aroused by the presence of other person. Mayer (1904) and Meumann (1904) later found that schoolchildren who were working alone performed less well on tasks of memory, arithmetic, and hand strength than those who were working with another person (Strauss, 2002). Finally in 1924 Allport used the the term "social facilitation" for the first time, to define the increasing levels in response that occurred in the presence of others engaged in the same activity (Allport, 1924).

The presence of other individuals as spectators or as opponents was the main issue in the social facilitation context and for a long time only recognized by its positive effects. On the other hand Baron, Moore, and Sanders (1978) stated that the

presence of others were simply distracting the attention from the task at hand.

Moreover, according to Dorrance (1973) some studies (Tripplett, 1897 and Meumann, 1904) indicated that an audience improved or facilitated performance, while others Moore (1917), Ekdahl (1929), and Burri (1931)) noted performance decrements in the presence of others.

From the Motivational perspective the term social facilitation is related with the positive social gratification and spending joyful time on the activity while interacting with the others who perform the same activity (Milne&McDonald1999). Studies (Game Plan, Inc.,1987, 1989; Team Marketing Report, 1989) have portrayed that for sport consumers, being with friends was one of the major reasons for involvement of sport.

2.5.13. Value development

Milne and McDonald (1999) defines the value development as one's building of loyalty, character, and altruism.

Over for decades sport has been seen as a tool for character development and a notion that inherently linked to morality, and sports participation has been seen a potential for positive character formation. It has been accepted as when the notion of sport is well organized by competent people who understand and appraise sport's true aims, competition can be a school for virtue (Eitzen, 1999). According to Miller (1970) sport is attractive because it teaches cultural values and builds character.

However the contribution of sport to positive character and value development has

not been empirically supported (Edwards, 1973). According to Ogilvie and Tutko (1971) if you want to build character, you should try something else rather than sports. Even though sport has been encouraged as a means to develop moral virtues of respect, loyalty, cooperation, altruism, Bredmeier and Shields (1983) founded that reasoning about moral issues in everyday life is significantly higher for non athletes than for athletes. Moreover recent research on youth sport participants, their parents, and coaches portrayed that significant ethical problems exist in North American youth sport programmes (Shields, Bredemeier, LaVoi, & Power, 2005).

CHAPTER 3

METHOD

3.1. Specifications of Melen River

Melen River is located at the 25 kilometers west of Düzce city province, providing a 12 km stretch, with a difficulty of class 3 - 4 white-water rapids. The 12 kilometers long white water stretch was first introduced to rafting activity in 1999 with the attendants from Ankara and Istanbul. The trips were run by the 3 different private companies which were licensed by The Turkish Ministry of Tourism and TURSAB. The easiness to reach to the starting point and from the finish point to the main roads, has made Melen River a spot of attraction for the rafting consumers that reside Ankara and Istanbul. Unlike any other commercial river in Turkey, the rafting activity on Melen River is only available for the consumers residing in Turkey.

The location and the physiological structure of the Melen River provides a limited runnable time between February and May depending on the rainfall around the area- which are not the main time slice of the foreign rafting consumers. Several agencies in Istanbul and Ankara have been meeting the Rafting activity on Melen river to their clients and attendants who have been picked up by the buses from the certain spots on Saturdays and Sundays. The transportation to the starting point of the activity takes approximately 3 hours from both Ankara and Istanbul.

The equipment (Life jacket, helmet, neoprene suit, spray jacket, rafts, paddles) which have been used during the activity was provided by the company. A safety briefing and a paddle talk have been given by the instructors to the all participants and some part of the rescue scenarios was implemented on the land before the trip starts on the river. The first 3 km part of the river which starts at Dokuz Değirmen Village, runs flat and enables the participants to get used to the gear, environment and the paddling commands of the instructors. After the 3 kilometers silent part the rapids varying between the difficulty level of 3 and 4 starts and keeps running till the finish point at Beyler Village.

3.2. Data Collection Procedure

Data of this qualitative research had been gathered via a survey questionnaire. Sample of this study were 517 Turkish white-water rafting trip consumers who have purchased a daily white-water Rafting trip departures from Istanbul.

Although Turkey's geographical properties offer more than 5 rivers which can be run commercially in different times of the year, Melen river which is located in Düzce is chosen as a suitable atmosphere to represent the and define the Turkish consumers apart from the foreign consumers according to it's runnable times.

The survey questionnaire this study attempts to define 13 psychological aspects that influencing consumer to purchase the rafting activity. A convenient sample group of 517 subjects had been assigned randomly for the study. Data had been gathered by

“The Survey of Motivations of the Outdoor & Recreational Sport Consumer“

The survey questionnaire has focused on the consumers of a single day white-water Rafting activity which was being implemented on Melen River in Düzce between March and May 2005-2006

The data collection procedure was conducted in the same day after the participants finish the trip and got out of the river. Depending on the whether conditions the survey questionnaires were handled to the participants at a peaceful and relaxing place near by the riverbank in outdoors or at the dry and warm facility which was specially designed for rafting consumers to change clothes and have lunch. All participants who filled the survey questionnaire had changed their wet clothes, got warm and had lunch before they started to fill the questionnaire. The questionnaire was consisting of two parts to provide their demographic information and motivational factors in relation to the daily rafting activity. The survey instrument contained a sum of 47 items, with 4 items for demographic information and 43 items for 13 motivation scales. The aim of the research, identity of the researcher and confidentiality of the collected information was also mentioned in the introduction part of the survey questionnaire.

To prevent any ethical failures and potential data collecting bias all procedure was processed by the researcher with the respect to the ethical constructs both in the outdoor sports community and academic environment. The information which was collected from the participants is confidential and had not been shared with any

individuals or organization.

3.3. Instrumentation

The constructs chosen for this study is adopted from the survey research conducted by George R. Milne and Mark A. McDonald (1998) on the consumer motivators for both in the spectator and in the participating process.

Among similar researches in the sport consumption motivators, George R. Milne and Mark A. McDonald's research guided a model for it's concordance to the undetermined climate of the Outdoor and Recreational Sports consumption in Turkey.

The comprehending approach to the 13 motivating factors, and classifying them under 4 categorical titles, obtain a suitable generator for the first research in the area to get the over all and primary look. As a matter of fact the variety of the constructs have enabled the current research to make the first contact with the unique triggering mechanisms which are blazing individuals to consume Outdoor and Recreational sport products and services like white water rafting. Moreover, the strong basis required to settle the motivator constructs, Abraham Maslow's (1943, 1968) hierarchy of needs empowers a strong theory and a solid ground for the study to progress.

3.4. Evolution of the Instrument

Since the Outdoor &Recreational sports consumption is a recently growing segment in today's Turkish sport consumption environment, it does not let a comparative or co relational approach for spectator and participating variables at the same time.

With the reason of the lack ness of the sufficient and matured spectator foundations, the current study basically focuses on participation face of Milne & Mc Donald's 'survey of motivations of the sport consumer'. To put in the other words spectator perspective is excluded in this study.

3.5. Content Validity

After excluding the spectator's items of the survey questionnaire, by utilizing a panel of experts including 6 faculty members and 3 white water rafting professionals the participating items are translated from English to Turkish.

While determining the translators, and the experts to establish the content validity their involvement with outdoor sports and familiarness to the contemporary expressions of sports and outdoor sports jargon is also considered. An associated professor from Gazi University, Physical Education and Sports Department, also took place in the translating process with her experiences in the field.

To understand the possible errors in the translation process and with the aim to verify the threats to content validity, the new form of the instrument have been copied and delivered to the faculty stuff of METU Physical Education and Sports Department.

They were asked to evaluate the instrument as a whole for content, wording, format,

appropriateness, typographic size and clarity of the expressions in the Turkish language are assessed by the Academic Staff. After the review of the experts and their feedback, the instrument was revised.

While adopting the survey questionnaire for the Outdoor Sports consumers in Turkey, some transformations were essential. For example, the expressions starting with ‘ my favorite sport...’ in the original copy of the questionnaire, were transformed to ‘ the Rafting...’ or as ‘ attending to a Rafting activity...’

3.6. Reliability

To assess the consistency of the scores and the reliability of the instrument in the current research, Cronbach Alpha coefficient technique via SPSS software has been implemented due to its appropriateness in such cases like more than one answer is required.

Factor structure analysis, Means, reliability coefficients, had been used to express the findings in the result of the descriptive statistics.

3.7. Sample Characteristics

The descriptive statistics for the characteristics of participants was calculated. The ratio of gender was 42.7 % for female and 57.3 % for male (Table 1). The 65.8 % of the sample group was single and 34.2 % was married. The age of subjects ranged

from 17 to 57 (Table 2).

Table – 1. Age and gender crosstabulation of the samples

		GENDER		Total
		male	female	
AGE	< 30	137	132	269
	31 - 40	127	79	206
	> 40	32	10	42
Total		296	221	517

Table – 2. Marital status and gender crosstabulation of the samples

		GENDER		Total
		male	female	
MARITAL STATUS	single	183	157	340
	married	113	64	177
Total		296	221	517

Regarding professional position 9.3 % was working in governmental organisations, 17.2 % was running their own business, 65.8 was % working in private sector, 1.5 % was unemployed and 6.2 % was student (Table 3).

Table – 3. Income and job crosstabulation of the samples

Count	JOB					Total
	Own		Private	Unemployed	Student	
	Governmental	business	sector			
INCOME	Governmental	business	sector	Unemployed	Student	
<1000ytl	9	3	10	4	28	54
1000-2000ytl	23	14	107	2	3	149
2000-3000ytl	12	33	112	1	0	158
3000-4000ytl	3	15	59	1	1	79
4000-5000	1	14	28	0	0	43
>5000	0	10	24	0	0	34
Total	48	89	340	8	32	517

The income of the sample group was calculated as 10.4 % as ‘less than 1000YTL’, 28.8 % as ‘1000-2000 YTL ’ 30.4 % as ‘ 2000-3000 YTL’, 15.3 % as ‘3000-4000 YTL’, 8.3 % as ‘4000-5000 YTL’. And finally ‘more than 5000’ was marked by 6.6 % of the sample group.

3.8. Statistical Analysis

In this study, ‘Motivations of the Sport Consumer Scale’ was used to assess the factors that motivating the outdoor and recreational sport consumers on each of the 43 items that were representative of motivational factors. Ratings for each item were requested on a 7-point scale, where 1 was “I strongly agree” and 7 was “I strongly disagree”.

Descriptive statistics, including means, standard deviations, and skewness and kurtosis values were calculated for each item. Exploratory factor analysis was used to determine the factor–structure of the survey. Cronbach’s alpha was calculated to establish the internal consistency for the total scale and for each identifiable factor.

3.9. Results

3.9.1. Exploratory Factor Analysis

The basic assumption of the factor analysis is that some underlying structure does not exist. In order to check this assumption, correlation matrix should be checked, Barlett’s test of sphericity should not be significant and Kaiser-Meyer-Olkin values must be higher than .60.

In order to check the factorability, correlation matrix was checked by looking at correlation coefficients of .30 and above since the original study made the same. Results revealed that there are bivariate relationships between items 1, 2, 3, 4; items 4, 5, 6, 7; items 8, 9; items 11, 12, 13; items 15, 16; items 18, 19, 20; items 21, 22, 23, 24, 25, 26, 27; items 28, 29, 31, 32; and items 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43 (Appendix 1). Even if results make it possible to anticipate eight factors to explain the data before running factor analysis (Hair et. al., 1998) it was wise to be suspicious about the last bundle of (items 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43) since they were in relation with at least one factor.

Barlett test of sphericity and Kaiser-Meyer-Olkin value were checked before running

factor analysis. Bartlett test of sphericity reached statistical significance, supporting the factorability of the correlation matrix (Table 4). The Kaiser-Meyer-Olkin (KMO) value was .90 exceeding the recommended value .60 (Kaiser, 1974).

Table – 4. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		,906
Bartlett's Test of Sphericity	Approx. Chi-Square	12990,800
	df	903
	Sig.	,000

To assess the multivariate normality and significance of the coefficients, chi-square goodness-of-fit test was also checked and a satisfactory and significant goodness-of-fit was obtained (Table5).

Table – 5. Goodness-of-fit Test

Chi-Square	df	Sig.
1567,200	552	,000

Required Sample Size

The sample size of this study was 517. According to Hair (1992), at least $N/p \geq 5$ is required for sample size; however, $N/p \geq 10$ is acceptable. From this point, it can be said that the 517 sample for a 43 item questionnaire is sufficient.

3.9.2. Results of Factor Analysis

To determine the dimensional structure of the items chosen to assess the adequacy of motivational factors of the rafting consumers, responses were subjected to exploratory factor analysis. Maximum Likelihood factor method was used to extract possible factors, followed by an oblique rotation to identify stable factor loadings for each item. Maximum Likelihood technique was used because according to Osborne & Costello (2005) it produces more generalizable and reproducible results. An oblique rotation was performed as it was believed that extracted factors would be moderately correlated. The best way for Osborne & Costello (2005) is the double check for extracting factors. These methods are scree plot and eigenvalues. A scree plot was used to help determine which factors would be retained for rotation. Specifically, the scree plot indicated nine possible factors on the slope of the plot before the plots of other insignificant factors leveled off (Figure 2). Accordingly, identifiable factors were required to have eigenvalues greater than 1. In the interpreting process of the rotated factor pattern matrix, an item was said

to load on a given factor if the factor loading was .40 or greater for a potential factor and the item did not cross-load on other factors.

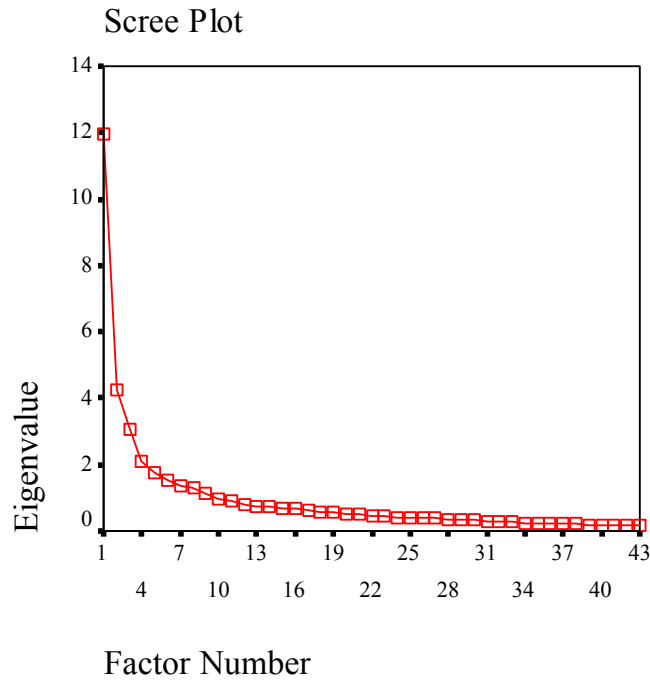


Figure – 2. Scree Plot

Results from the exploratory factor analysis indicated the existence of a nine dimensions, 43-item, scale that accounted for 56.654% of the common variance (Table 6). Factor loadings are displayed in table 7, communalities are displayed in table 8, means and standard deviations of retained items are displayed in Table 9.

Table – 6. Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings(a)
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
							Total
1	11,939	27,765	27,765	11,476	26,687	26,687	8,515
2	4,244	9,869	37,634	3,696	8,596	35,283	4,381
3	3,042	7,073	44,707	2,376	5,526	40,809	5,385
4	2,076	4,827	49,534	1,867	4,343	45,151	2,632
5	1,748	4,065	53,599	1,475	3,429	48,580	4,176
6	1,548	3,600	57,199	1,024	2,382	50,963	4,449
7	1,368	3,181	60,380	1,064	2,475	53,438	6,277
8	1,284	2,986	63,366	,894	2,079	55,516	3,433
9	1,129	2,627	65,993	,489	1,137	56,654	6,292
10	,989	2,300	68,292				
11	,888	2,065	70,357				
12	,809	1,882	72,240				
13	,754	1,753	73,993				
14	,739	1,719	75,712				
15	,681	1,585	77,297				
16	,659	1,534	78,830				
17	,636	1,480	80,310				
18	,585	1,360	81,670				
19	,545	1,268	82,938				
20	,530	1,233	84,171				
21	,496	1,154	85,325				
22	,459	1,067	86,392				
23	,456	1,061	87,453				
24	,423	,984	88,437				
25	,394	,915	89,353				
26	,387	,900	90,252				
27	,375	,873	91,125				
28	,350	,813	91,938				
29	,321	,747	92,685				
30	,316	,736	93,421				
31	,291	,676	94,096				
32	,279	,649	94,746				
33	,269	,625	95,370				
34	,251	,584	95,955				
35	,245	,569	96,523				
36	,228	,531	97,054				
37	,211	,490	97,544				
38	,205	,476	98,020				
39	,187	,435	98,455				
40	,182	,422	98,878				
41	,174	,404	99,282				
42	,160	,372	99,654				
43	,149	,346	100,000				

Extraction Method: Maximum Likelihood.

a When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

Table – 7. Factor loadings & Pattertern Matrix

	Factors*								
	1	2	3	4	5	6	7	8	9
T1					,594				
I2					,824				
I3					,872				
I4					,458				
I5					,503				
I6					,354				
I7				,612					
T8				,495					
I9				,784					
I10				,685					
I11			-,794						
I12			-,859						
I13			-,872						
I14									
I15									
I16								,453	
T17									
I18								,678	
I19								,807	
I20								,695	
I21							-,683		
I22							-,695		
I23							-,676		
I24							-,567		
I25							-,531		
I26							-,342		
I27							-,406		
I28		,791							
I29		,777							
I30						-,301			
I31		,856							
I32									-,479
I33									-,747
I34									-,750
I35	,684								
I36	,796								
I37	,791								
I38	,542								
I39	,572								
I40	,516								
I41						-,342			-,303
I42						-,771			
I43						-,715			

Extraction Method: Maximum Likelihood. Rotation Method: Oblimin with Kaiser Normalization.

a Rotation converged in 13 iterations.

* Factors: 1.Self actualization & self esteem. 2.Agression. 3. Physical fitness. 4.Social facilitation.

5.Achievement & competition. 6.Stress release. 7.Affiliation and aesthetics. 8. Risk taking. 9.Value development

Table – 8. Communalities

Items	Initial	Extraction
T1	,426	,396
I2	,658	,734
I3	,635	,729
I4	,505	,368
I5	,546	,452
I6	,399	,296
I7	,463	,481
T8	,356	,274
I9	,525	,631
I10	,514	,564
I11	,625	,646
I12	,735	,812
I13	,754	,836
I14	,385	,238
I15	,340	,259
I16	,366	,337
T17	,285	,136
I18	,516	,508
I19	,607	,667
I20	,519	,552
I21	,488	,507
I22	,552	,556
I23	,589	,604
I24	,539	,468
I25	,583	,548
I26	,662	,610
I27	,656	,546
I28	,652	,672
I29	,643	,667
I30	,369	,278
I31	,638	,730
I32	,603	,597
I33	,718	,779
I34	,731	,792
I35	,685	,675
I36	,705	,726
I37	,684	,711
I38	,704	,686
I39	,699	,624
I40	,702	,651
I41	,577	,553
I42	,666	,791
I43	,629	,671

Extraction Method: Maximum Likelihood.

Table – 9. Descriptive Statistics for Items

Items	Mean	Std. Deviation
T1	4,2998	1,89988
I2	4,5377	1,89170
I3	4,2863	1,92376
I4	3,7737	1,86487
I5	3,9362	1,87543
I6	4,0271	2,35330
I7	2,9130	1,62173
T8	2,9188	1,78201
I9	2,4739	1,50380
I10	2,6692	1,53666
I11	3,0967	1,64786
I12	2,9845	1,60780
I13	2,9710	1,60822
I14	3,5048	1,86940
I15	4,1625	1,73783
I16	3,8878	1,80948
T17	4,2882	1,72648
I18	3,6615	1,72407
I19	4,0387	1,90024
I20	3,4371	1,83907
I21	2,6905	1,39106
I22	2,5048	1,34772
I23	2,4739	1,34748
I24	2,5397	1,41040
I25	2,6306	1,47619
I26	3,0406	1,68334
I27	2,8801	1,62619
I28	3,4952	1,86421
I29	3,8801	1,99542
I30	3,0928	1,80092
I31	3,7795	1,98778
I32	3,1663	1,66222
I33	2,9478	1,68071
I34	2,8723	1,63511
I35	2,8201	1,53907
I36	2,7311	1,40847
I37	2,5397	1,42135
I38	2,6035	1,47177
I39	2,6673	1,51400
I40	2,4913	1,37616
I41	2,6654	1,59402
I42	2,1586	1,35042
I43	2,1509	1,33544

Only one item (I41) was found to cross-load on multiple factors, higher value (-.342) was taken to the account.

The first factor (items 35, 36, 37, 38, 39, 40), were consist of the constructs self esteem and self actualization under the mental well being needs. This bundle is labeled as “self actualization and self esteem”, accounted for 26.687 % of the common variance and contained six items.

Three items were found to load on the second factor (items 28, 29, 31), labeled “aggression” under the sport based needs which accounted for 8.596 % of the common variance.

The third factor (items 11, 12, 13), “physical fitness” under the fitness needs, contained three items and accounted for 5.526 % of the common variance.

The fourth factor (items 7, 8, 9, 10) labeled as ‘social facilitation’ under the social needs. This factor contained four items and accounted for 4.343 % of the common variance.

The fifth factor was a combination of the “achievement” (items 1, 2, 3,) and “competition” (items 4, 5, 6,) constructs of the original study. This factor is labeled as ‘achievement and competition’ under the sport based needs and accounted for 3.429 % of the common variance.

The sixth factor (items 41, 42, 43) was labeled as “stress release” under the mental

well being needs and accounted for 2.382 % of the common variance. There were 7 items in the seventh factor and those items were a combination of “affiliation” (items 21, 22, 23) and “aesthetics” (items 24, 25, 26, 27) constructs of the original research. In the original research the construct “affiliation” was included under the social needs and “aesthetics” was included under the mental well being needs.

This factor is labeled as “affiliation and aesthetics” and accounted for the 2.475 % of the common variance.

The eight factor (items 15, 17, 18, 19, 20) was labeled as “risk taking” which was mentioned under the social well being needs. Although “item 15” was expected to appear as the constituent of ‘skill mastery’ construct it was included in the eighth factor. The factor “risk taking” accounted for the 2.079 % of the common variance. Finally the ninth factor (items 41, 42, 43) was labeled as “value development” and accounted for 1.137 % of the common variance.

These nine factors accounted for totally 56.654 % of the variance. According to Preacher & Maccallum (2003), a factor with fewer than three items is generally weak and unstable. In this analysis, the number of factor loadings is acceptable.

On the other hand the factor analysis which was generated to define the sub group dimensions, revealed almost same indications with the original study with few exceptions. All constructs were labeled same like the original study except ‘skill mastery’. The construct ‘skill mastery’ (items 14, 15, 16) was labeled under the ‘social well being needs’ in the original study however, in the previous research

factor loadings for the dimension 'skill mastery' were designating the Sport based needs. There were only 6 double loadings for items 2, 3, 21, 23, 24, 25 and higher factor loadings taken in to account to form the patterns. (Table - 10). According to the factor analysis that generated to form 4 factors, constructs which were defining 'aesthetics' (items 24, 25, 26, 27), 'value development' (items 32, 33, 34), 'self esteem' (items 35, 36, 37), 'self actualization' (items 38, 39, 40) and 'stress release' (items 41, 42, 43) were portrayed in the first factor column as the 'Mental well being needs', same like the original study. The second factor bundle defined the 'Sport based needs' with the constructs of achievement (items 1, 2, 3), competition (items 4, 5, 6), risk taking (items 17, 18, 19, 20), and aggression (items 28, 29, 31). Third factor was defining the Fitness needs with one construct which was labeled as 'physical fitness' (items 11, 12, 13). Finally the fourth factor was the Social well being needs which was including the constructs of social facilitation (items 7, 8, 9, 10), and affiliation (items 21, 22, 23). According to the 'total variance explained' chart (Table - 11) obtained from the SPSS soft ware, the first factor which was labeled as 'Mental well being needs' was defining the 26.131 % of the common variance. The second factor 'Sport based needs' was defining the 6.569 % of the common variance. The third factor which was including only the 'physical fitness' construct; defined the 6.523 % of the common variance and labeled as Fitness needs. Finally the fourth factor which was labeled as social well being needs defined the 5.116 % of the common variance and contained the social facilitation and affiliation constructs.

Table – 10. Pattern Matrix for 4 sub factors

	Factor			
	1	2	3	4
T1		,464		
I2		,420		-,363
I3		,481		-,304
I4		,499		
I5		,625		
I6		,539		
I7				,429
T8				,434
I9				,588
I10				,534
I11			,787	
I12			,874	
I13			,854	
I14		-,311		
I15		,444		
I16		,533		
T17		,303		
I18		,573		
I19		,596		
I20		,504		
I21	,326			,344
I22				,473
I23	,422			,427
I24	,301			,424
I25	,438			,334
I26	,584			
I27	,490			
I28		,562		
I29		,591		
I30				
I31		,601		
I32	,585			
I33	,711			
I34	,715			
I35	,778			
I36	,763			
I37	,782			
I38	,836			
I39	,835			
I40	,824			
I41	,743			
I42	,599			
I43	,571			

Extraction Method: Maximum Likelihood. Rotation Method: Oblimin with Kaiser Normalization. a Rotation converged in 12 iterations. Factors: 1. Mental well being needs. 2. Sport based needs. 3. Fitness needs. 4. Social needs.

Table – 11. Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings(a)
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	11,939	27,765	27,765	11,236	26,131	26,131	10,470
2	4,244	9,869	37,634	2,825	6,569	32,701	5,533
3	3,042	7,073	44,707	2,805	6,523	39,223	5,215
4	2,076	4,827	49,534	2,200	5,116	44,339	3,463
5	1,748	4,065	53,599				
6	1,548	3,600	57,199				
7	1,368	3,181	60,380				
8	1,284	2,986	63,366				
9	1,129	2,627	65,993				
10	,989	2,300	68,292				
11	,888	2,065	70,357				
12	,809	1,882	72,240				
13	,754	1,753	73,993				
14	,739	1,719	75,712				
15	,681	1,585	77,297				
16	,659	1,534	78,830				
17	,636	1,480	80,310				
18	,585	1,360	81,670				
19	,545	1,268	82,938				
20	,530	1,233	84,171				
21	,496	1,154	85,325				
22	,459	1,067	86,392				
23	,456	1,061	87,453				
24	,423	,984	88,437				
25	,394	,915	89,353				
26	,387	,900	90,252				
27	,375	,873	91,125				
28	,350	,813	91,938				
29	,321	,747	92,685				
30	,316	,736	93,421				
31	,291	,676	94,096				
32	,279	,649	94,746				
33	,269	,625	95,370				
34	,251	,584	95,955				
35	,245	,569	96,523				
36	,228	,531	97,054				
37	,211	,490	97,544				
38	,205	,476	98,020				
39	,187	,435	98,455				
40	,182	,422	98,878				
41	,174	,404	99,282				
42	,160	,372	99,654				
43	,149	,346	100,000				

Extraction Method: Maximum Likelihood.

a When factors are correlated, sums of squared loadings cannot be added to obtain a total variance.

3.9.2. Internal Consistency

Internal consistency of factors was checked by grouping the factors loaded in the pattern matrix (Table 7). There are different approaches for the correlation matrix. According to Hair et al. (1992), “Corrected Item-Total Correlation” values should be higher than .30. Green, Salkind & Akey (2000), noted that item-to-total-test correlation should fall between .30 and .70 for inclusion.

When looked at the table 12, correlation between items is higher than .30. Moreover the total Cronbach alpha for the 39 items was .91. Furthermore, when we look at the “alpha if item deleted” values, none of the items tend to increase the alpha level if these items were deleted. Therefore, it can be said that the internal consistency of the scale is very high and corrected item-total correlation for each factor, values exceed the needed range.

Table – 12. Corrected item-total correlation and alpha if item deleted values

Items	Corrected item-total correlation	Alpha if item deleted
T1	,4849	,8030
I2	,6219	,7744
I3	,6766	,7621
I4	,6009	,7791
I5	,6285	,7732
I6	,4774	,8127
Factor: Achievement & competition. Alpha = ,9187		
I7	,5784	,6861
T8	,4613	,7572
I9	,6366	,6580
I10	,5582	,6980
Factor: Social facilitation. Alpha = ,7567		
I11	,7559	,9014
I12	,8273	,8405
I13	,8333	,8353
Factor: Physical fitness. Alpha = ,9017		
I18	,5590	,7733
I19	,7260	,5872
I20	,5929	,7401
Factor: Risk taking. Alpha = ,7842		
I21	,6169	,7935
I22	,6861	,7221
I23	,6920	,7161
Factor: Affiliation & aesthetics. Alpha = ,8137		
I24	,5898	,8092
I25	,6911	,7656
I26	,6502	,7856
I27	,6902	,7643
Factor: Affiliation & aesthetics. Alpha = ,8270		
I28	,7407	,8204
I29	,7397	,8207
I31	,7627	,7989
Factor: Aggression. Alpha = ,8675		
I32	,6695	,8839
I33	,7826	,7812
I34	,7951	,7705
Factor: Value development. Alpha = ,8678		
I35	,7491	,9071
I36	,7785	,9028
I37	,7807	,9024
I38	,7790	,9025
I39	,7614	,9051
I40	,7686	,9042
Factor: Self actualization & self esteem. Alpha = ,9187		
I41	,5562	,8534
I42	,7138	,6756
I43	,7124	,6787
Factor: Stress release. Alpha = ,8056		

CHAPTER IV

4. Discussion

It is important for sports marketers and managers to understand basic needs of sport consumers and motives influencing them to participate. In particular, it is necessary to investigate the sport consumption motivation in outdoor and recreational sports based upon their demographic and psychographic characteristics. However, there has not been systematic research outdoor and recreational sport consumption motivation despite increasing attention and the participant numbers.

This study examined motivation for Turkish rafting participants. Sport marketers may utilize the results of this study to develop effective marketing strategies (e.g., market segmentation, service offering) to satisfy the needs and wants of outdoor and recreational sports consumers.

The results may be utilized of this study to develop effective, efficient and sustainable marketing strategies and sport managers may response with reshaping the product and service contents. Hence a new approach based upon the scientific indications would enable outdoor and recreational sport organizations to satisfy the needs and wishes of their consumers with new and solid declinations.

The data and factor analysis of the current research portrayed the motivation factors of the outdoor and recreational sports consumers via a single day rafting activity on Melen river.

The scale used in this study was adopted from the Milne and McDonald's (1999) Motivations of the Sport Consumer research. The profile and the characteristics of the participants in present study revealed demographic properties which would be a strong clue for the professionals in the marketing and management positions. The data base including profession, age, income, gender, marital status of the participants are a valuable source for the related organizations to extend their future marketing and service efforts.

The scale of sports participant motivation developed by Milne and McDonald (1999), has been modified and applied the current research. The original scale included 43 items which represent 13 motivational factors. However the factor analysis revealed 9 motivation factors (self esteem & self actualization, achievement & competition, affiliation & aesthetics, aggression, value development, physical fitness, social facilitation, stress release) in the current research.

As the mental well being needs related scales in this study (e. g. Self esteem and self actualization) showed significantly high (26.687 %) percentage in the common variance, it is possible to conclude that rafting consumers in this study were motivated to enhance their self esteem by having a positive perception of self, with their physical skills and abilities that being developed during the exposure to the activity. The sense of contentment and self acceptance that results from a person's

appraisal of his own worth, significance, attractiveness, competence, and ability to satisfy his aspirations (Robson,1989) become the major competent factor in participating in the rafting activity. High self-esteem leads more involvement with physical activity and at the same time to be a result of physical activity (Morgan, 1999). Since understanding the impact of sport on self-concept is critical to understand the motivations for consumption, it is essential for outdoor and recreational sport organisations to consider the importance of self esteem as a mental well being need and a motivator in which through involvement with the activity implementers are motivated to enhance their self esteem by having a positive perception of self.

With the second high percentage (8.596 %) of the common variance “aggression” has been labeled as one of the major motivators for rafting consumers. The general image of the outdoor and recreational activities some how appeared and represented to be “tuff” and “hard” in our daily life. It is even possible to say that the outdoor sports implementers are demonstrated as stereotypes that representing “hard”, “tuff” and “aggressive” personalities, regardless from the truth that the level of “hardness” in the similar activities are strictly adjusted by the levels of the proficiency of the attendant. Considering that approximately % 90 of the rafting attendants are the first time participants it is possible to say that there may be a fore-judgement towards the outdoor sports to be naturally aggressive. On the other hand the majority of the survey participants stated that they have been working in the private sector (65.8 %) or running their own business (17.2 %). And a possible relationship between the “aggression” as a sport participation motivator and the competitive working environment should be an area of interest for the future

researches. Thus, more sophisticated study should be followed.

Physical fitness also scored high in the scales with the 4.343 % of the common variance. Will to be in a state of good physical condition or the will to stay and live physically fit, is also becoming more popular trend among the middle class society and notions such as wellness and health are gaining increasing importance and attention. Considering the physical fitness as a strong motivator for participating in the outdoor sports, sport marketers should also emphasize the healthy, and physically fit phase of the outdoor and recreational activities. Moreover depending the outcomes of this study, marketing campaigns targeting the growing numbers of fitness center members would be a beneficial area to demonstrate the and market the outdoor and recreational sport activities.

As it is mentioned earlier in this research outdoor sport and leisure activities are generally publicly consumed and consumer involvement and satisfaction is affected by social facilitation. The social facilitation as a sport consumption motivation scored 4.343 % on the scale. Results of this study indicated that being with others who enjoy the same activity, the positive social gratification and spending joyful time on the activity while interacting with the others who perform the same activity, is obviously a strong motivational factor influencing the potential consumers to participate. Thus considering the demographic information obtained, special events (i.e. team building activities, corporate team races) in outdoors and specific marketing efforts should be spent on the groups (i.e corporate workers in same company, related associations, governmental and non governmental organisations) in which the individuals are already forming a social group.

The results of the factor analysis and the pattern matrix portrayed that the constructs of achievement and competition was loaded under the same factor. This situation can be explained by the achievement oriented tendencies since the winning in a competition would be a satisfaction of the achievement needs. Similar factor loading was also seen in the 7th factor which was labeled as ‘‘affiliation and aesthetics’’. Unlike other combined factor loadings, this constructs were representing the different motivational needs. In the original research affiliation was a sub factor of social needs and aesthetics was the a sub factor of mental well being needs. Both ‘affiliation’ and ‘aesthetics’ factors revealed negative values varying between -342. and -,683. (Table 7).

The other factors formed as the result of the factor analyses were ‘‘stress release’’ (% 2.382 of common variance) , ‘‘risk taking’’ (% 2.079 of common variance) and ‘‘value development’’ (%1.137 of common variance).

The second factor analysis that generated to form the 4 factor loadings revealed similar results with the original study. According to the pattern matrix and the total variance explained chart the first factor was mental well being needs with the 26.131 % of the common variance and containing the constructs of aesthetics, value development, self esteem, self actualization, value development and stress release. Hence the survey indicated that the attendants with high mental well being needs were portraying higher motivations on self actualization, stress release, self esteem, aesthetics and value development.

The second factor loading formed the sport based needs and included the achievement, competition, risk taking and aggression with the 6.569 % of the common variance. Unlike the original study skill mastery construct was loaded in the second factor column and become a construct of the sport based needs. In the original study the skill mastery construct was a constituent of the social needs. The participants with sport based needs were showed to have strong motivations of aggression, risk taking, skill mastery, competition and achievement.

The third factor was fitness needs with the 6.52 % of the common variance and included the physical fitness construct. Thus it is possible to conclude that the individuals motivated by the physical fitness were representing the needs of fitness. The fourth and last factor was labeled as social needs with the 5.116 of the common variance and included the constructs of social facilitation and affiliation. The individuals with social needs revealed that they were more likely to be motivated by social facilitation and affiliation. As a result it is possible to say that the mental well being needs were the primary motivator and hypothesis of this study was verified.

The prior research has provided the first contact with the specific slice of consumers and their needs being satisfied by outdoor and recreational sports with the adaptation of Milne & McDonald's Motivation of the Sport Consumer Scale. However it should be taken in to account that this study focused specifically to the motivation factors of the rafting consumers. For similar outdoor and recreational sports, researchers should consider that there may be different dimensions and different factors.

Finally the results of the current research will support the professional practitioners in the outdoor and recreational sports industry in predicting the consuming behavior of the participants. Moreover this research would enable sport managers and marketers to benefit from the motivators found for effective and efficient marketing strategies. Correlatively the professionals in the outdoor and recreational sport industry environment could specify their target market, image, and visions with present study ideas. For the future studies the researcher suggests an analysis of gender differences in the motivational factors of the outdoor and recreational sports and a comparison of the motivators of two different outdoor and recreational sports (i.e climbing vs kayaking) to enhance more knowledge about the motivational factor. Such future studies would extend the data base of the outdoor and recreational sport consumer motivation research in a unique market and provide a source for frontiers of the Turkish service and product suppliers in the area with meaningful implications.

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APPENDICES

APPENDIX A

INTER ITEM CORRELATION MATRIX

Appendix 1 - Inter Item Correlation Matrix

	T1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I14	I15	I16	I17	I18	I19	I20	I21	I22
T1	1.000	.528	.514	.306	.291	.215	-.041	-.038	-.082	-.086	.061	.090	.092	-.144	.241	.254	.154	.141	.244	.214	.077	-.002
I2	.528	1.000	.733	.359	.416	.267	.066	-.140	-.192	-.033	.268	.303	.306	.061	.285	.234	.058	.106	.204	.154	.178	.054
I3	.514	.733	1.000	.442	.457	.325	.105	-.085	-.090	-.012	.199	.258	.270	.003	.278	.229	.168	.229	.180	.168	.168	.090
I4	.306	.359	.442	1.000	.595	.486	.177	-.059	-.018	.056	.145	.173	.186	.078	.164	.280	.074	.196	.250	.172	.142	.114
I5	.291	.416	.457	.595	1.000	.515	.141	-.029	.005	.032	.095	.132	.156	-.048	.246	.299	.080	.229	.317	.250	.093	.070
I6	.215	.267	.325	.486	.515	1.000	.096	-.099	.008	.005	.046	.115	.103	-.034	.244	.239	.152	.204	.237	.231	.049	-.002
I7	-.041	.066	.105	.177	.141	.096	1.000	.414	.465	.492	.249	.307	.272	.092	.081	.121	-.042	.060	.093	.158	.239	.283
I8	-.038	-.140	-.085	-.059	-.029	-.099	.414	1.000	.440	.281	.016	.093	.030	-.130	-.043	.042	.050	.067	.038	.080	.139	.129
I9	-.082	-.192	-.090	-.018	.005	.008	.465	.440	1.000	.579	.010	.078	.026	-.087	-.010	.043	-.038	.102	.038	.104	.145	.215
I10	-.086	-.033	-.012	.056	.032	.005	.492	.281	.579	1.000	.224	.275	.205	-.058	-.019	.111	-.085	-.056	.044	.095	.309	.363
I11	.061	.268	.199	.145	.095	.046	.249	.016	.010	.224	1.000	.717	.725	.277	.141	.091	-.066	-.022	.040	.062	.170	.179
I12	.090	.303	.258	.173	.132	.115	.307	.093	.078	.275	.717	1.000	.821	.307	.250	.155	-.081	-.073	.055	.118	.224	.248
I13	.092	.306	.270	.186	.156	.103	.272	.030	.026	.205	.725	.821	1.000	.312	.289	.155	-.060	-.085	.057	.105	.201	.233
I14	-.144	.061	.003	.078	-.048	-.034	.092	-.130	-.087	.058	.277	.307	.312	1.000	-.127	.164	.329	-.226	-.158	-.095	.025	.015
I15	.241	.285	.278	.164	.246	.244	.081	-.043	-.010	.019	.141	.250	.289	-.127	1.000	.300	.161	.193	.284	.308	.132	.129
I16	.254	.234	.223	.280	.299	.239	.121	.042	.043	.111	.091	.155	.155	-.164	.300	1.000	.265	.382	.373	.362	.129	.107
I17	.154	.058	.116	.074	.080	.152	-.042	.050	-.038	-.085	-.066	-.081	-.060	-.329	.161	.265	1.000	.280	.138	.101	-.016	-.049
I18	.141	.106	.168	.196	.229	.204	.060	.067	.102	.056	-.022	-.073	-.085	-.226	.163	.382	.280	1.000	.590	.417	.081	.070
I19	.244	.204	.229	.250	.317	.237	.093	.038	.038	.044	.040	.055	.057	-.158	.284	.373	.138	.590	1.000	.631	.204	.165
I20	.214	.154	.180	.172	.250	.231	.158	.080	.104	.095	.062	.118	.105	-.095	.308	.362	.101	.417	.631	1.000	.306	.280
I21	.077	.178	.168	.142	.093	.049	.239	.139	.145	.309	.170	.224	.201	.025	.132	.129	.129	.107	.107	.158	.058	.558
I22	-.002	.054	.090	.114	.070	-.002	.283	.129	.215	.363	.179	.248	.233	.015	.129	.107	-.049	.070	.165	.280	.558	1.000
I23	.047	.107	.107	.138	.093	.019	.304	.172	.179	.347	.182	.248	.234	.036	.129	.168	.019	.148	.199	.292	.565	.658
I24	-.020	.046	.024	.113	.015	.093	.260	.105	.183	.206	.214	.304	.320	.071	.081	.119	-.041	.080	.125	.237	.372	.452
I25	.039	.145	.122	.162	.106	.060	.285	.113	.124	.231	.337	.385	.395	.158	.205	.147	-.066	.079	.161	.222	.414	.429
I26	.079	.293	.224	.198	.195	.119	.212	.016	-.047	.145	.423	.479	.502	.276	.226	.058	-.147	-.047	.166	.178	.396	.321
I27	.041	.206	.220	.176	.196	.113	.244	.106	.032	.124	.368	.414	.444	.126	.228	.059	-.088	-.010	.150	.174	.390	.335
I28	.139	.165	.210	.270	.317	.288	.101	-.005	.018	.006	.129	.180	.225	-.073	.318	.238	.106	.287	.345	.250	.148	.160
I29	.210	.165	.187	.316	.403	.315	.136	-.026	-.038	.000	.131	.164	.189	-.034	.284	.286	.051	.295	.312	.292	.125	.152
I30	.110	.039	.143	.073	.154	.146	.110	.049	.157	.110	.064	.164	.143	-.047	.220	.166	-.007	.249	.229	.332	.182	.227
I31	.161	.124	.165	.288	.373	.316	.107	-.003	.029	.022	.066	.109	.133	-.145	.304	.243	.145	.271	.323	.249	.123	.104
I32	.185	.272	.294	.334	.276	.198	.225	.080	-.007	.163	.321	.378	.377	.061	.238	.241	.087	.083	.276	.251	.329	.281
I33	.135	.326	.255	.265	.186	.063	.251	-.005	-.029	.167	.388	.398	.410	.249	.207	.147	-.007	.011	.152	.125	.291	.328
I34	.135	.293	.256	.268	.195	.066	.283	.050	-.022	.167	.366	.411	.416	.177	.174	.133	-.001	.028	.175	.175	.357	.318
I35	.152	.311	.251	.240	.177	.085	.225	-.005	-.032	.179	.372	.402	.422	.237	.145	.139	-.037	-.009	.181	.170	.256	.263
I36	.169	.275	.272	.260	.158	.098	.213	-.013	.020	.173	.366	.426	.437	.201	.177	.193	.023	.006	.186	.173	.295	.292
I37	.158	.234	.264	.217	.171	.136	.260	.099	.078	.147	.276	.373	.400	.153	.226	.133	.034	.022	.179	.231	.334	.273
I38	.068	.230	.237	.224	.187	.100	.294	.118	.055	.166	.300	.391	.425	.192	.202	.066	-.059	-.001	.220	.192	.325	.332
I39	.036	.163	.211	.191	.097	.086	.244	.070	.047	.231	.282	.356	.368	.287	.149	.066	-.050	.009	.099	.172	.321	.341
I40	.030	.164	.195	.202	.135	.088	.217	.066	.021	.165	.340	.389	.398	.218	.135	.069	-.016	.040	.163	.197	.263	.308
I41	.085	.249	.232	.188	.119	.073	.211	.077	.007	.179	.313	.341	.361	.232	.145	.028	-.113	-.001	.180	.153	.326	.258
I42	.039	.081	.135	.134	.161	.093	.272	.171	.178	.240	.200	.270	.298	.099	.124	.087	-.085	.141	.228	.265	.281	.333
I43	.091	.059	.138	.154	.118	.073	.208	.122	.163	.197	.150	.236	.267	.067	.105	.064	-.086	.082	.163	.185	.280	.317

.047	-.020	.039	.079	.041	.139	.210	.110	.161	.185	.135	.135	.152	.169	.158	.068	.036	.030	.085	.039	.091
.107	.046	.145	.293	.206	.165	.165	.039	.124	.272	.326	.293	.311	.275	.234	.230	.163	.164	.249	.081	.059
.107	.024	.122	.224	.220	.210	.187	.143	.165	.294	.255	.256	.251	.272	.264	.237	.211	.195	.232	.135	.138
.138	.113	.162	.198	.176	.270	.316	.073	.288	.334	.265	.268	.177	.260	.224	.217	.224	.191	.202	.188	.134
.093	.015	.106	.195	.196	.317	.403	.154	.373	.276	.186	.195	.170	.158	.171	.187	.097	.135	.119	.161	.118
.019	.093	.060	.119	.113	.288	.315	.146	.316	.198	.063	.066	.085	.098	.136	.100	.086	.088	.073	.093	.073
.304	.260	.285	.212	.244	.101	.136	.110	.107	.225	.251	.283	.225	.213	.260	.294	.244	.217	.211	.272	.208
.172	.105	.113	.016	.106	.005	.026	.049	.003	.080	.005	.050	.005	.013	.099	.118	.070	.066	.077	.171	.122
.179	.183	.124	.047	.032	.018	.038	.157	.029	.007	.029	.022	.032	.020	.078	.055	.047	.021	.007	.178	.163
.347	.206	.231	.145	.124	.006	.000	.110	.022	.163	.167	.167	.179	.173	.147	.166	.231	.165	.179	.240	.197
.182	.214	.337	.423	.368	.129	.131	.064	.066	.321	.388	.366	.372	.366	.276	.300	.282	.340	.313	.200	.150
.248	.304	.385	.479	.414	.180	.164	.164	.109	.378	.398	.411	.402	.426	.373	.391	.356	.389	.341	.270	.236
.234	.320	.395	.502	.444	.225	.189	.143	.133	.377	.410	.416	.422	.437	.400	.425	.368	.398	.361	.298	.277
.036	.071	.158	.276	.126	.073	.034	.047	.145	.061	.249	.177	.237	.201	.153	.192	.287	.218	.232	.099	.067
.129	.081	.205	.226	.228	.318	.284	.220	.304	.238	.207	.174	.145	.177	.226	.202	.149	.135	.145	.124	.105
.168	.119	.147	.058	.059	.238	.286	.166	.243	.241	.147	.133	.139	.193	.133	.066	.066	.069	.028	.087	.064
.019	.041	.066	.147	.088	.106	.051	.007	.145	.087	.007	.001	.037	.023	.034	.059	.050	.016	.113	.085	.086
.148	.080	.079	.047	.010	.287	.295	.249	.271	.083	.011	.028	.009	.006	.022	.001	.009	.040	.001	.141	.082
.199	.125	.161	.166	.150	.345	.312	.229	.323	.276	.152	.175	.181	.186	.179	.220	.099	.163	.180	.228	.163
.292	.237	.222	.178	.174	.250	.292	.332	.249	.251	.125	.125	.170	.173	.231	.192	.172	.197	.153	.265	.185
.565	.372	.414	.396	.390	.148	.125	.182	.123	.329	.291	.357	.256	.295	.334	.325	.321	.263	.326	.281	.280
.658	.452	.429	.321	.335	.160	.152	.227	.104	.281	.328	.318	.263	.292	.273	.332	.341	.308	.258	.333	.317
1.000	.434	.508	.403	.394	.207	.181	.235	.136	.339	.389	.395	.367	.355	.349	.398	.408	.416	.323	.386	.386
.434	1.000	.633	.421	.468	.206	.171	.272	.132	.251	.260	.282	.305	.304	.313	.343	.335	.381	.334	.373	.332
.508	.633	1.000	.531	.561	.237	.208	.272	.160	.373	.412	.397	.424	.449	.442	.484	.436	.447	.408	.443	.390
.403	.421	.531	1.000	.664	.229	.231	.157	.162	.490	.571	.621	.590	.546	.508	.540	.484	.516	.522	.372	.330
.394	.468	.561	.664	1.000	.412	.267	.284	.222	.478	.461	.549	.411	.495	.477	.513	.431	.471	.446	.385	.370
.207	.206	.237	.229	.412	1.000	.667	.248	.697	.359	.200	.206	.181	.209	.210	.251	.207	.231	.162	.229	.182
.181	.171	.208	.231	.267	.667	1.000	.368	.695	.384	.194	.216	.196	.226	.226	.233	.212	.218	.210	.233	.186
.235	.272	.272	.157	.284	.248	.368	1.000	.277	.284	.173	.203	.158	.221	.286	.269	.239	.260	.246	.368	.374
.136	.132	.160	.162	.222	.697	.695	.277	1.000	.381	.200	.205	.143	.134	.155	.160	.168	.157	.145	.182	.129
.339	.251	.373	.490	.478	.359	.384	.284	.381	1.000	.627	.641	.528	.504	.481	.540	.529	.514	.503	.368	.327
.389	.260	.412	.571	.461	.200	.194	.173	.200	.627	1.000	.792	.600	.570	.492	.585	.551	.560	.543	.349	.308
.395	.282	.397	.621	.549	.206	.216	.203	.205	.641	.792	1.000	.585	.563	.527	.608	.527	.573	.546	.370	.351
.367	.305	.424	.590	.411	.181	.196	.158	.143	.528	.600	.585	1.000	.746	.651	.609	.601	.594	.535	.418	.379
.355	.304	.449	.546	.495	.209	.226	.221	.134	.504	.570	.563	.746	1.000	.710	.630	.599	.617	.518	.417	.434
.349	.313	.442	.508	.477	.210	.226	.286	.155	.481	.492	.527	.651	.710	1.000	.721	.614	.618	.509	.524	.479
.398	.343	.484	.540	.513	.251	.233	.269	.160	.540	.585	.608	.609	.630	.721	1.000	.675	.675	.610	.556	.494
.408	.335	.436	.484	.431	.207	.212	.239	.168	.529	.551	.527	.601	.599	.614	.675	1.000	.761	.605	.502	.435
.416	.381	.447	.516	.471	.231	.218	.260	.157	.514	.560	.573	.594	.617	.618	.675	.761	1.000	.589	.567	.467
.323	.334	.408	.522	.446	.162	.210	.246	.145	.503	.543	.546	.535	.518	.509	.610	.605	.589	1.000	.521	.518
.386	.373	.443	.443	.372	.229	.233	.368	.182	.368	.349	.370	.418	.417	.524	.556	.502	.567	.521	1.000	.744
.386	.332	.390	.330	.370	.182	.186	.374	.129	.327	.308	.351	.379	.434	.479	.494	.435	.467	.518	.744	1.000

APPENDIX B

SURVEY INSTRUMENT

DOĞA SPORLARINDA TÜKETİCİYİ MOTİVE EDEN FAKTÖRLER

Son yıllarda doğa sporları tüketimine olan ilgi artmış ve doğa sporları daha çok birey tarafından uygulanabilir hale gelmiştir. Bu anket rafting aktivitesine katılan bireyleri motive eden faktörleri anlamak amacıyla hazırlanmıştır.

Anketi cevaplamazın yaklaşık 10 dakika sürecek ve verdiğiniz bilgiler kesinlikle gizli tutulacaktır. Soruları doğru cevaplamazın araştırmanın başarısı açısından son derece önemlidir. Lütfen soruları dikkatlice okuyup sizin duygu ve düşüncelerinizi ifade eden rakamı işaretleyiniz.

Uygar Emrah Özese
ODTU, Bed.Eğt.Spor Bölümü
Yüksek Lisans Öğrencisi

Yaşını _____ Cinsiyetiniz: A) ERKEK B) KADIN _____

Medeni Durumunuz: A) BEKAR B) EVLİ

İş Durumunuz: A) Kamu Görevlisiyim
B) Kendi İşimi yapıyorum
C) Özel Bir Şirkette Çalışıyorum
D) İşsizim
E) Öğrenciyim

Yaklaşık Aylık Geliriniz: A) 1000 YTL DEN AZ B) 1000 – 2000 YTL ARASI C) 2000-3000 YTL ARASI
D) 3000-4000 YTL ARASI E) 4000-5000 YTL ARASI F) 5000 YTL DEN ÇOK

Aşağıda, insanların rafting aktivitesine katıldıklarında kendilerini nasıl hissettikleri ile ilgili ifadeler vardır. Sadece rafting aktivitesini düşünüünüz. Lütfen her ifadeyi okuyunuz ve daha sonra, ifadelere katılıp katılmadığınızı gösterir uygun rakama denk gelen kutuyu işaretleyiniz.

	kesinlikle katılıyorum			kesinlikle katılmıyorum			
	1	2	3	4	5	6	7
1. Rafting sporunda başarılı olmak için güçlü bir arzum yoktur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Yaptığım rafting sporunda başarılı olmak için tüm yıl boyunca çalışma arzusundayım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Rafting sporunda başarılı olmak hedefimdir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Rafting, rekabete dayalı bir iş etiği geliştirmeme yardımcı olur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Rafting yapmamdaki ana sebep, mücadeledir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Rakibim ne kadar iyi ise, rafting yapmaktan o kadar çok hoşlanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Yeni insanlar ile tanışma fırsatı verdiği için, rafting yapmaktan hoşlanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Bir grupla rafting yapıyor olmam, sosyal ilişkilerimin gelişmesine sebep olmaz.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Rafting yapmak, arkadaşlarımla zaman geçirme şansı verir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Rafting sporundan zevk alışımin temelinde diğer insanlarla ortak bir şeyi paylaşmak vardır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Rafting sporu fiziksel olarak iyi olmak için yaparım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Rafting yaparım çünkü beni sağlıklı tuttuğuna inanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Fiziksel olarak zinde kalmayı sağladığından, rafting yaparım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Yapılması zor bir branş olmadığı için rafting yapmaktan hoşlanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Gelişmemi sürekli zorladığı için rafting yaparım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	kesinlikle katılıyorum				kesinlikle katılmıyorum		
	1	2	3	4	5	6	7
16. Rafting yaparken beklediğim sonuçlara ulaşmanın yüksek derecede beceri gerektirdiğine inanırım	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Rafting yaparken sakatlanma riski yüksek değildir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Rafting'in eğlenceli tarafı, tehlike içermesidir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Rafting yaparken kendimi adamam gerekirse, adarım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Rafting yaparken kendimi tamamen ona veririm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Rafting aktivitelerine katılmam, bir gruba ait olma hissi verir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Rafting yapanlar arasında belirli bir dostluk vardır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Rafting yaptığım kişilerle aramda bir bağ hissedirim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Rafting yapıyor olmam görsel olarak güzeldir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Rafting'in artistik becerilerinden hoşlanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Rafting yapmam, kendimi ifade etmemin bir yoludur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Rafting yaparken, ona kendi kişiliğimi katarım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Rafting yaparken hırslı kişiliğim ortaya çıkar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Rafting'ten aldığım hazzın çoğu hırslı mücadeleden kaynaklıdır.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Rafting aktivitesine katıldıktan sonra, kendimi daha sakin hissedirim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Rafting yaparken, hırslımı ortaya koyarım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Rafting yapmak sıkı çalışma ve kendini adama değerlerini anlamamda bana yardımcı oldu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Rafting yapmak bana hiçbir yerde öğrenemeyeceğim şeyleri öğretir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Rafting yapıyor olmam, kendimi tanımama yardım eder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aşağıda, insanların rafting yaparken nasıl hissettikleri ile ilgili ifadeler yer almaktadır. Özellikle rafting aktivitesini düşünün. Lütfen her ifadeyi okuyunuz ve daha sonra, ilgili ifadeye katılıp katılmadığınızı gösterir uygun uygun rakama denk gelen kutuyu işaretleyiniz.

	kesinlikle katılıyorum				kesinlikle katılmıyorum		
	1	2	3	4	5	6	7
35. Rafting yapmam, başarılı bir insan olduğumu hissettirir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Rafting yapmam, yeteneklerim konusunda kendimden emin olmamı sağlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Rafting yapmam, bana özgüven verir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Rafting yapmam, bir birey olarak gelişmeye yardımcı olur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Rafting yapmam, yapabileceğime ihtimal vermediğim şeyleri başarmama yardımcı oluyor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Rafting yapmam, birey olarak kapasitemi görmeme yardımcı olur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Rafting yapmam, gergin, alıngan ve tedirgin olduğumda, benim için iyi bir çaredir.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Rafting yapmam, günlük sıkıntılardan uzaklaşmama yardımcı olur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Rafting yapmam, spor yapmadan önceki halimden daha az stresli hissetmemi sağlar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>